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ABSTRACT

A study was conducted to determine the tasks and responsibilities of a local vocational director at the secondary school district level in Colorado. Its objective was to determine the perceptions of local directors of secondary school districts in Colorado and their immediate supervisors' perceptions of the administrative tasks and responsibilities that should be held by the local director. A second objective was to develop a position guide (position specifications and personal qualifications) for the local director of secondary school districts. Designed to describe what the role of the local director should be, the survey instrument consisted of 203 tasks and used a Likert-type scale with five ratings. Use of the Delphi technique required three rounds of questioning of the population--twenty credentialed, reimbursed local directors and their immediate supervisors in secondary schools in Colorado. In summarizing the views of the local directors, it was found that 167 tasks (82%) had strong agreement (67% or more of the population said it was a task). The summary of the views of supervisors showed that 177 tasks (92%) had strong agreement. There was strong agreement by both subpopulations concerning the administrative tasks a local director should perform. In addition, there was substantial agreement within broad responsibility modes as to the mode the local director should use in performance of the task. It was concluded that a position guide could be developed from the data. (Questionnaires from the three rounds are appended.) (YLB)

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FINAL REPORT

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ROLE CLARIFICATION AND DETERMINATION OF THE RESPONSIBILITIES FOR ADMINISTRATIVE TASKS PERFORMED BY LOCAL VOCATIONAL DIRECTORS OF COMPREHENSIVE HIGH SCHOOLS IN COLORADO

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FINAL REPORT

ROLE CLARIFICATION AND DETERMINATION OF THE RESPONSIBILITIES FOR ADMINISTRATIVE TASKS PERFORMED BY LOCAL VOCATIONAL DIRECTORS OF COMPREHENSIVE HIGH SCHOOLS IN COLORADO

Research project #31-1974-0485, State ID #6154-0, R80-6, known herein as "Role Clarification and Determination of the Responsibilities for Administrative Tasks Performed by Local Vocational Directors of Comprehensive High Schools in Colorado" consists of two parts entitled as follows:

Part I -- The Perceptions of Tasks and Responsibilities, and Resultant Job Specifications, of Local Directors of Vocational Education in Colorado Area Vocational Schools and Community Colleges.

Part II -- The Perceptions of Tasks and Responsibilities, and Resultant Job Specifications, of Local Directors of Vocational Education in Colorado Secondary Public Schools.

This project and report completes the objectives of Part II.

ACKNOWLEDGEMENTS

The research team wishes to give its most sincere thank you to the participants of this study. The questionnaires were lengthy, difficult, and repetitive. Each participant demonstrated a high professional commitment to the study.

We also wish to thank the advisory committee. Their input, guidance, and insight enhanced key elements of this study. Without them, the final results of this study would have been diminished.

Further, we wish to acknowledge the leadership and initiative of the Colorado Council of Local Administrators and the SBCCOE. Their encouragement, support, and advice were fundamental to the conceptualization and completion of this study.

And finally, we extend a very special thanks to Ms. Connie Mondragon. Her professional skill, helpful suggestions, and constant good humor helped make this study a positive effort.

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PREFACE

Part II -- The Perceptions of Tasks and Responsibilities, and Resultant Job Specifications, of Local Directors of Vocational Education in Colorado Secondary School Districts.

Summary

This study was conducted to determine the tasks and responsibilities of a local director at the secondary school district level in Colorado. The study was designed to provide a position guide for a vocational director. It was also designed to provide information to help clarify the role of the local director at the secondary school level. It was the ultimate purpose that through this study vocational training programs could be improved.

The first objective of the study was to determine the perceptions of local directors of secondary school districts in Colorado and their immediate supervisor's perception of the administrative tasks and responsibilities that should be held by the local director.

The second objective was to develop a position guide for the local directors of secondary school districts.

The survey instrument consisted of a list of 203 tasks. A Likert-type scale with five ratings was used. The Delphi technique was used to collect data. This required three rounds of questioning of the same population. The instrument was designed to describe what the role of the local director should be.

The population for this study included the credentialed, reimbursed local directors and their immediate supervisors in secondary schools in Colorado. There were twenty directors in the State of Colorado.

There was a 100 percent participation in the local director subpopulation for all three rounds. In the supervisor subpopulation, 100 percent participated for the first round of questioning; however, this number dropped to 65 percent for the second round and 60 percent for the third round.

Conclusions

Two hundred three tasks were originally identified for the first questionnaire. Additional tasks were added by both subpopulations on the

first round of questioning. The local director subpopulation added four tasks, and the supervisor subpopulation added three new tasks.

Tasks were deleted from the second and third round of instrumentation by both subpopulations. A task was deleted when 50 percent or more of a population reported that a task was not a responsibility of a local director. The local director subpopulation deleted four tasks, and the supervisor subpopulation deleted 13 tasks. This left a total of 203 tasks for the supervisor subpopulation.

In summarizing the views of the local directors, it was found that 167 tasks had strong agreement (67 percent or more of the population said it was a task). This was 82 percent of all tasks.

The summary of the views of supervisors showed that 177 tasks had strong agreement. This was 92 percent of all tasks considered by the supervisors.

Of the 203 administrative tasks evaluated by the local directors, there were 64 tasks rated as primary responsibility, six rated as singular responsibility, 125 rated as shared responsibility, and eight rated as assigned responsibility.

Of the 193 administrative tasks evaluated by the immediate supervisors, there were 75 rated as primary responsibility, 34 rated as singular responsibility, 78 rated as shared responsibility, and six as assigned responsibility.

If the primary and singular categories are combined, a better comparison can be made between the shared responsibility mode, and the primary and singular responsibility modes which required initiative. Local directors rated 34 percent of the administrative tasks as primary or singular in the responsibility mode. The immediate supervisors placed 56 percent of the administrative tasks in that same category.

There was strong agreement by both subpopulations concerning the administrative tasks a local director should perform. In addition, there was substantial agreement within broad responsibility modes as to the mode the local director should use in performance of the task. Therefore, it was concluded that a position guide could be developed from the data.

This study was undertaken because of the confusion and uncertainty existing as to the role and what the responsibilities of the local director are. The data collected indicated several conditions that existed which contributed to this uncertainty. Therefore, it was concluded that there does exist conflicting expectations and capabilities in the environment within which the local director must operate.

To briefly summarize these outcomes of the data, the following points are mentioned:

1. The usual position of the local director on the typical organizational chart of a school district was so far removed from the central position of authority that it was difficult for the local director to take primary responsibility for administrative tasks. The local director was typically in a staff position, rather than a line position. This made the singular or primary responsibility mode a very difficult mode to implement; the local director must rely on human relations skills and effective communications. Here responsibility was given without the necessary authority to accompany it. This encouraged the local director to fall back to a supervisory and coordinating function.
2. Local directors saw themselves in a coordinating and supervisory role, rather than in administrative leadership. This may be a result of continual frustration with their staff relationship, so that they have dropped their expectations as to what the role should be. It may be that they have not been professionally prepared to operate in the staff role in which they find themselves. It may be that the philosophical differences between vocational educators and general education administrators were so strong as to impede good administrative practice. Whatever the reason, local directors were not striving for the administrative leadership that was possible. The should be situations for the role of the local director which the local directors described was not one of leadership.

Recommendations

While there is wide diversity between position specifications of individual job descriptions, the following general recommendations can be made in the suggested use of the position guide developed by this study:

1. The SBCCOE should help local districts recognize the potential leadership and service which a local director can bring to the district, and help the local district structure its administrative organization to maximize the effectiveness of the local director.
2. Public secondary school administrators should use the position guide as a tool for improving management plans, professional growth strategies, evaluation procedures, and administrative practices centering around the local vocational director.
3. Vocational teacher educators should evaluate administrator training curriculum in light of the tasks and responsibility modes described by the position guide, and expand the utilization of internships in their programs.
4. Local vocational directors, and candidates for such positions, should use the position guide as a means of better understanding the job in light of the duties, expectations, and competencies required.

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INTRODUCTION

There has been a rapid growth of vocational education programs in Colorado since 1970. This growth took place in both the area vocational schools and the comprehensive high schools. The Colorado Vocational Act which was passed by the Colorado legislature in 1970 provided state funds to encourage school districts to provide vocational education programs. This categorical funding made it possible to fund the excess costs for vocational expenditures over and above the cost of a student in a non-vocational secondary school class.

According to the Colorado State Board for Community Colleges and Occupational Education eighth annual report for 1977-78, "Colorado Vocational Act of 1970," there has been a continued growth in enrollment during the eight year period. In 1970-71, there were 23,644 students enrolled in secondary programs. The state appropriation for the Colorado Vocational Act programs was $6,500,000. In 1974-75, there were 39,822, and the appropriation was $9,620,000. In 1977-78, there were 43,763 students enrolled, and the appropriation was $10,997,128. The enrollment increase during that year was in proportion to the increase in the number of junior and senior students enrolled in Colorado public schools. The large growth of programs and students should fall off dramatically in future years since most schools are now offering vocational programs to their students. The anticipated enrollment for 1978-79 was 43,331,342 students. In 1978, the General Assembly appropriated $11,004,353 (6:1). The school districts' entitlements under the Act were greater than the appropriation. Therefore, it was necessary to pay each district 84.4476 percent of the amount allocated. School districts had not planned on proration, thus the situation made it difficult for a local district to provide additional funds from an already approved budget.

As vocational education programs began to increase during the early 1970's, there was a need for administrators to be employed. Vocational directors were employed to administer new programs and provide leadership to carry out the new tasks and responsibilities that emerged. The director was given autonomous control and at a high level. The position was a clear cut administrative role.

There was an increase of local directors from eight in 1970, according to the Colorado Council of Local Administrators' directory, to 35 public school vocational directors in 1975-76, according to the Management Information Office of the State Board for Community Colleges and Occupational Education (35:3). However, as one looks at the number of credentialed reimbursed local directors in the secondary school districts in 1979-80, the number had decreased to approximately 20.

Of the 181 school districts in Colorado, there are 160 who participate in one or more of the Colorado Vocational Act reimbursed programs. Approximately 20 of those school districts have a credentialed vocational

director to administer those programs. In the remaining districts, the administrative tasks are being carried out by superintendents of schools, curriculum directors, assistant superintendents, principals, business managers, and teachers.

Vocational directors in secondary school districts have many different tasks and responsibilities. They report at different levels depending on the administrative structure of a school district. Their authority varies according to the assignment. It differs also according to the size of the school district.

The organizational structure of each school system is determined by the superintendent of schools, as the chief administrative officer of the district. This structure is developed with the approval of the school board as the best method of carrying out the district policies set forth by the school board. The central authority for determining the role duties and responsibilities within any job description is then the superintendent. This means that the local vocational director and his/her immediate supervisor do not have the final authority to determine the role of the local director except to the degree that authority has been delegated from the superintendent.

About six year ago, the State Board for Community Colleges and Occupational Education appointed a committee of local directors to review their job assignments and draw up a list of tasks and responsibilities. This was a difficult assignment and because of the diversity in the assignments and the tasks performed, the committee did not come up with a definite job description for a local director in Colorado.

There is a trend for more and more decentralization of schools in Colorado. This concept gives more power and authority to the building principal. A large number of secondary vocational programs are located in high school facilities or in several different buildings. The vocational director who assumes the responsibility for the vocational programs faces a great deal of conflict when attempting to carry out the responsibilities for the operations of the vocational programs. They find it difficult to be accountable for the operation of an effective and efficient training program when they are not always in a position within the school district to have specific tasks and responsibilities assigned to them. They may not have the authority to organize people's efforts, yet they need the authority to carry out the responsibilities according to the funding agent, the State Board for Community Colleges and Occupational Education. This agency requires certain reports to be completed related to such things as credentialing, budgeting, student information, curriculum, and youth organizations. If the vocational director is not in a position of authority in the local district, it becomes difficult to carry out the assigned responsibilites.

With California's passage of Proposition 13, there has been a nation-wide pressure within school districts to cut back numbers of administrators and especially central office administrators. Schools are beginning to combine many tasks and responsibilities under fewer positions. Special programs in school districts tend to be combined for the sake of decreasing the number of administrative positions. There is

an emerging concept that the high school principal is supreme and this creates ambiguity or an uncertainty as to who is in control in relation to the central office staff. The vocational director is uncertain as to who is responsible for the evaluation of vocational teachers, who controls the budget and who has the final decision on what programs are to be offered. In many of these cases, the decision is often made by the principal without the local director being involved in the decision-making process.

There is confusion as to whether the vocational director's position is line or staff within the organizational structure. There is no clear cut solution to assist in the definition of this job relationship. It is a problem in most all administrative structures, and it becomes a difficult assignment for the local director. The principal is always in a line relationship at the local district level. The local director needs to be in a line relationship as it relates to the requirements of the State Board for Community Colleges and Occupational Education.

There is also opposition of general education administrators to categorical funding. They feel they would rather have the funding management and control for program operation at the local level, because of the greater freedom and flexibility this would give them to meet local conditions.

Statement of the Problem

There is not a clear agreement as to the role and responsibilities of the vocational administrator in the secondary school districts in Colorado. The purpose of this study was to determine what the tasks of a local director should be and from this list of tasks determine a position guide.

Objectives

The objectives of the study were:

1. To determine the perception of the local director of secondary school district vocational programs in Colorado and their immediate supervisor's perception of the administrative tasks and responsibilities that should be held by the local director
2. To develop a position guide for the local director of vocational programs in a secondary school district.

Assumptions

The following assumptions were made relative to this study:

1. There was a need for secondary school districts to identify specific job descriptions and job specifications for local directors

2. The local directors and their immediate supervisors were the individuals best able to identify the responsibilities and tasks of the local director
3. A valid and reliable instrument was used in this study
4. The data collected from the participants reflected their perception of the tasks of a local director.

Delimitations

The following delimitations apply to this study. The population surveyed was the state reimbursed, credentialed, local directors in Colorado secondary school districts, and their immediate supervisors.

Significance

This study should assist secondary school districts to clarify the role of a local director of vocational education and develop the position guide for that position.

It should also enhance the process of:

1. Recruitment and selection of trained local directors
2. Development of management plans between local directors and their supervisors based on a job description
3. Assisting with the performance evaluation based on a specific job description
4. Inservice training for local directors which should be more objective and based on specific need
5. Professional growth plans to be based on evaluation and job descriptions
6. Developing a guide for reorganization of the administrative structure based on tasks and responsibilities.

This study will also provide information and data to the State Board for Community Colleges and Occupational Education to assist them in the clarification of the role of a secondary school vocational education director. The identified role could provide direction for the reimbursement rate to the school district, a framework for credentialing guidelines, and provide a basis for assisting local districts in the selection of a local director.

The study will provide information to persons who develop, revise, or evaluate curricula for the preparation of local directors for employment.

METHODS

Advisory Committee

A state-wide advisory committee was selected to review the first-round questionnaire and to discuss the procedure for interview (see Appendix A for the advisory committee membership and agenda). The committee was selected on the basis of experience, geographical location, a known interest in the problem, and recognized leadership in vocational education.

Instrument Design

The instrument used in this study was one developed for a survey by Hall, sponsored by the State Board for Community Colleges and Occupational Education in 1979 (see Appendix B). His developmental process included a review of literature, a preliminary draft evaluated by an advisory committee, a revised draft submitted to a jury of experts, and then the first-round questionnaire finalized for distribution to the study population. Hall surveyed community colleges and area vocational directors, and their supervisors.

This first-round questionnaire contained 203 separate task statements. These tasks were grouped into eight functional clusters. They were:

Section I --------- Business and Financial Management
Section II -------- Facilities and Equipment
Section III ------- Program Planning, Development, and Evaluation
Section IV -------- Instructional Management
Section V --------- Student Services
Section VI -------- Personnel Management
Section VII ------- Community-School Relations
Section VIII ------ Professional Relations.

Each functional cluster was followed by spaces that allowed for the addition of other tasks by the participants.

The format of the questionnaire was based on a Likert-type, five-response scale. All sections permitted responses of--no responsibility, delegated responsibility that he/she assigns to others, delegated responsibility that is shared with others, delegated responsibility, and primary responsibility.

Participants were to rate each task according to their perceptions of whether it <u>should</u> be a task (rating of "no responsibility" if not), and if so, what should be the responsibility relationship of the local director for task completion. The definitions at the beginning of the questionnaire for the five possible responses were:

1. Should have no responsibility -- Should have no responsibility for task completion, but may provide data or input to others that do
2. Should have delegated responsibility that he/she assigns to others -- Should have delegated responsibility that is accountable to a higher administrator, but assigns the responsibility for task completion to others, such as assistants, instructors, etc.
3. Should have delegated responsibility that is shared with others -- Should have delegated responsibility that is jointly, along with others, accountable to a higher administrator for task completion
4. Should have delegated responsibility -- Should have delegated responsibility that is accountable to a higher administrator for task completion
5. Should have primary responsibility -- Should have primary or final responsibility that is accountable only to governing boards or councils for task completion.

In this study, the questionnaires were coded for processing purposes.

Population

The credentialing office of the State Board for Community Colleges and Occupational Education furnished a list of the credentialed secondary school local directors in Colorado. This list was reviewed with the State Board area planners who identified those school districts in Colorado who employed local directors that received reimbursement under the Colorado Vocational Act funding.

Twenty local directors were identified. Those 20 were contacted by telephone to confirm that they were credentialed, reimbursed local directors, and to identify the name of their immediate supervisor. This made up the population for the study.

Meetings were scheduled in three areas of the state for the first round of questioning. The local directors and their immediate supervisors were asked to attend an area meeting. If it was impossible for them to attend a meeting, individual conferences were set up. Conferences were also scheduled for those who were not in the part of the state where the meetings were held. Questionnaires were mailed to those not personally contacted.

The State Board for Community Colleges and Occupational Education area planners were invited to attend the meetings in the region of the state which they represent. An agenda for the meetings provided direction for the explanation of the research project and resulted in more commitment of individuals to the project.

Seventy-five percent of the participants attended the scheduled meetings or were personally contacted for the completion of the first round. Questionnaires were mailed to the remaining population. Follow-up letters and phone calls were made to participants which resulted in 100 percent return of the first round of the local director and supervisor populations.

Delphi Technique

A modified four-round Delphi technique was used to gather data. The Delphi technique was selected in order to enhance the validity of "perceptions" type data. Hall (15) recommended an interview process be used for the first round in order that participants could personally obtain answers to their questions, and an explanation of the directions could be given. There was more assurance of a commitment to the project when an interview technique was used for the first round.

The Delphi technique helps to reduce many of the external validity problems. The problems of the single questionnaire are lessened by using three or four rounds of questionnaires. After the first round, subsequent questionnaires contain interim "feedback" data. Essentially, each participant knows the concensus of the group at that time. The participant is asked the same question more than once, has reflection time, has a greater opportunity to understand the process through repetition, and can change his/her mind in private.

Another feature of the Delphi technique was the gathering and feedback of "minority opinions." Thus, if a participant feels strongly in opposition to the concensus, he/she could write their concerns. The minority opinions were then systhesized by the researcher and fed back to the participants on the final round of instrumentation.

This study used the Delphi technique to improve the external validity of the data. Three rounds were used. The first round of the typical four-round process was omitted because the study used the list of functions developed in the previous Colorado study done by Hall (15). His study provided the validation needed from a jury of experts.

The responses of the local directors and supervisors from this first round of questioning were numerically analyzed. This analysis provided a basis from which to generate a second-round questionnaire. The second questionnaire for both subpopulations was designed in the same format as the first questionnaire with three exceptions. The blank spaces for task additions were omitted; a page for "minority opinions" was added to the end of the questionnaire, and the Likert-type, five-response scale contained the numerical analysis of the responses from the first questionnaire for the appropriate subpopulation. The second questionnaire for the local director subpopulation contained the numerical analysis from the first questionnaire responses for that subpopulation. All numerical data were displayed in the response scale of the second questionnaire in the form of percentages of responses of the subpopulation for each task in the questionnaire.

The second questionnaire for the local director subpopulation and a cover letter was sent to the 20 participants in the subpopulation, and the second questionnaire for the supervisor participants and a cover letter was sent to the 20 participants in that subpopulation.

After necessary follow-up contacts, 100 percent of the local directors' and 65 percent of the supervisors' questionnaires were returned.

The responses from the local director participants were numerically analyzed. Again, this analysis provided the basis from which to generate a third questionnaire for that subpopulation only.

The "minority opinions' that were written by the participants were systhesized into general statements about the task in question.

The third questionnaire for both subpopulations was designed in the same format as the second questionnaire with two exceptions. The page for "minority opinions" at the end of the questionnaire was omitted, and the "minority opinions" were printed in the questionnaires after the functional cluster that contained the task in question. Again, the numerical data were displayed in the response scale in the form of percentages of responses of the subpopulation for each task in the questionnaire.

The third questionnaire for the local director subpopulation and a cover letter was sent to the 20 participants in that subpopulation, and the third questionnaire for the supervisor subpopulation and a cover letter was sent to 13 people in that subpopulation.

After the necessary follow-up contacts, 100 percent of the local directors' and 92 percent of the supervisors' questionnaires were returned. This third round of instrumentation completed the Delphi technique used in this study.

Data Analysis

The data from the three rounds of instrumentation were all analyzed by frequency distribution and percentage comparisons. The data from the first and second questionnaires were analyzed to provide feedback on the second and third questionnaires. The data from the third questionnaire were used for the final analysis.

In all rounds of data analysis, the responses from the local director subpopulation were kept separate from the response of the supervisor subpopulation.

In each round of data analysis, the responses of each subpopulation were separately compiled in each of the five-response categories for each task. Then, the tabulations were converted to percentages of the subpopulation N total. The percentages of each response category for each task was fed back to the participants in the appropriate subpopulation via the next round of questionnaires.

Tables displaying the percentages for responses in each category for each task from the third questionnaire for each subpopulation follow later in this report.

FINDINGS AND ANALYSIS

Overview

The local director of vocational education must fulfill a role of leadership in order to insure the delivery of quality in vocational education. This leadership role requires the skills of managing the often conflicting requirements and expectations of governing/regulating/coordinating agencies, the local educational agency, the faculty, and students.

Some hold that the local director has and expects too much authority and responsibility. Some local directors feel that they have too much responsibility and not enough authority. Others relate that they are not sure what a local director should do or what the parameters of responsibility and authority should be.

This study was designed to determine the perceptions in regard to the role and responsibilities for administrative tasks that should be performed by local directors of vocational education in public secondary schools in Colorado.

This study was further designed to produce a logical framework from which to define a typical job description and job specification for local directors in the secondary school setting.

Statement of the Problem

The problem studied and researched in this report was twofold:

1. What are the perceptions of local directors and their immediate supervisors as to the responsibility for task completions that should be held by the local director for vocational education in public secondary schools in Colorado?
2. What should be contained in typical job descriptions and job specifications for local directors of vocational education that are employed by public secondary schools in Colorado?

The two groups involved in this study were:

1. Credentialed local directors of vocational education in public secondary schools whose salaries are state reimbursed.
2. The immediate supervisors of the credentialed local directors identified above in number one.

The perceptions of these two groups were examined in relation to eight functional task clusters performed by local directors of vocational education. These tasks clusters were:

1. Business and financial management
2. Facilities and equipment
3. Program planning, development, and evaluation
4. Instructional management
5. Student services
6. Personnel management
7. Community-school relations
8. Professional relations.

Objectives

The major objectives of this study were:

1. To determine the perceptions of local directors in public secondary schools as to the tasks and responsibility relationships that should be performed by the local director
2. To determine the perceptions of supervisors of local directors in public secondary schools as to the tasks and responsibility relationships that should be performed by the local directors
3. To develop typical job descriptions and job specifications for the local vocational director in public secondary schools in Colorado.

Findings

The analysis of the data collected from the third round of questionnaires consisted of the generation of the percentages of responses in each of the five response categories for each task in each of the eight functional administrative task clusters. This analysis was done separately for the vocational director subpopulation and the supervisor subpopulation.

In order to establish a framework from which to analyze the findings, the following criteria were established:

1. Strong agreement -- 67 percent or more
2. Moderate agreement -- less than 67 percent.

Further, for the sake of brevity, the five-response categories were identified as:

1. None -- for no responsibility
2. Assigns -- for delegated responsibility that he/she assigns to others
3. Shared -- for delegated responsibility that he/she shared with others
4. Singular -- for delegated responsibility
5. Primary -- for primary responsibility.

Lists of the administrative tasks in each of the eight functions were compiled in terms of agreement of whether it should be a task and in terms of agreement about the mode of responsibility for task completion. Task agreement percentages were shown as the percentage of the population that did not respond "no responsibility," therefore, agreeing that it should be a task. Responsibility mode agreement percentages were shown as the response that received the highest percentage of responses of those that agreed that the administrative task should be the responsibility of the local director. Tables 1-8 present this analysis.

TABLE 1. Task and Responsibility Mode Agreement Levels of the Local Director Subpopulation (N=20), Section I -- Business and Financial Management.

Task	Task Percent	Task Agreement	Responsibility Mode	Responsibility Percent	Responsibility Agreement
1. Prepare general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. Personnel salaries	60	No	Shared	83	Strong
b. Fixed costs	50	No	Shared	70	Strong
c. Support costs	90	Strong	Shared	78	Strong
d. Facility costs	100	Strong	Shared	80	Strong
e. Capital	100	Strong	Primary	60	Moderate
f. Supplies	100	Strong	Primary	85	Strong
g. Written narrative information	95	Strong	Primary	85	Strong
h. Presentation of requests to appropriate committees	100	Strong	Primary	55	Moderate
i. Salary for extra duty assignment	90	Strong	Primary	61	Moderate
2. Administer general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. Allocate appropriations/funds within the institution	95	Strong	Singular	74	Strong
b. Review budget requests with program personnel	100	Strong	Primary	85	Strong
c. Allocate appropriations/funds for programs	100	Strong	Primary	85	Strong
d. Approve expenditures for programs	100	Strong	Primary	90	Strong
e. Regulate spending patterns for programs	100	Strong	Primary	95	Strong
3. Financial policy for vocational education, to include:					
a. Recommend changes in financial policies	95	Strong	Singular	58	Moderate
b. Direct financial policies	90	Strong	Shared	56	Moderate
c. Evaluate and change financial procedures and practices	90	Strong	Shared	50	Moderate
4. Financial operation for vocational education, to include:					
a. Direct practices and records for audits	95	Strong	Singular	42	Moderate
b. Direct procedures for student accounting	85	Strong	Shared	71	Strong
c. Analyze program operation costs	100	Strong	Primary	80	Strong
d. Prepare long-range budget plans	100	Strong	Primary	95	Strong
e. Provide budget information to staff	100	Strong	Primary	90	Strong
f. Provide budget information to the community	95	Strong	Primary	53	Moderate
g. Determine insurance needs and costs	75	Strong	Shared	75	Strong
h. Locate alternative sources of funding	100	Strong	Shared	65	Moderate

TABLE 2. Task and Responsibility Mode Agreement Levels of the Local Director Subpopulation (N=20), Section II -- Facilities and Equipment.

Task	Task Percent	Task Agreement	Responsibility Mode	Responsibility Percent	Responsibility Agreement
1. Facility development for vocational education, to include:					
a. Conduct facility needs assessment	100	Strong	Shared	75	Strong
b. Conduct facility feasibility assessments	100	Strong	Shared	80	Strong
c. Prepare specifications for new facilities	100	Strong	Shared	80	Strong
d. Prepare specifications for facility additions	100	Strong	Shared	80	Strong
e. Prepare specifications for facility changes	100	Strong	Shared	70	Strong
f. Recommend building sites	90	Strong	Shared	83	Strong
g. Oversee architectural planning	95	Strong	Shared	84	Strong
h. Analyze and accept equipment bids for programs	95	Strong	Shared	79	Strong
i. Purchase new equipment and furnishings for programs	100	Strong	Shared	55	Moderate
j. Determine that all legal/extra-legal rules are met	95	Strong	Shared	68	Strong
2. Facility operation for vocational education, to include:					
a. Direct use of facility for programs	95	Strong	Shared	83	Strong
b. Direct an equipment/supply inventory system	100	Strong	Singular	70	Strong
c. Direct a maintenance/repair program for facilities	100	Strong	Shared	75	Strong
d. Direct a maintenance/repair program for program equipment	100	Strong	Shared	65	Moderate
e. Dispose of equipment and furnishings for programs	95	Strong	Shared	83	Strong
f. Direct a building security program	65	No	Shared	85	Strong
g. Direct procedures and practices for safety in programs	100	Strong	Shared	75	Strong
h. Analyze accidents for improvement of safety procedures	100	Strong	Shared	75	Strong
i. Direct procedures for emergencies	100	Strong	Shared	75	Strong
j. Schedule public use of facilities	90	Strong	Shared	83	Strong
k. Evaluate facility operation	100	Strong	Shared	75	Strong
l. Prepare long-range facility plans for programs	100	Strong	Primary	85	Strong
m. Prepare long-range equipment plans for programs	100	Strong	Primary	85	Strong
n. Insure conservation of energy in facilities	90	Strong	Shared	89	Strong
o. Secure leased and rented facilities	95	Strong	Shared	83	Strong
p. Recommend changes in facility policies	100	Strong	Shared	80	Strong

TABLE 3. Task and Responsibility Mode Agreement Levels of the Local Director Subpopulation (N=20), Section III -- Program Planning, Development, and Evaluation.

Task	Task Percent	Task Agreement	Responsibility Mode	Responsibility Percent	Responsibility Agreement
1. Vocational program planning, to include:					
a. Direct business/industry need assessments for programs	100	Strong	Primary	80	Strong
b. Direct student interest assessments for programs	100	Strong	Shared	80	Strong
c. Evaluate local, state, and national manpower needs data	100	Strong	Primary	65	Moderate
d. Direct use of occupational task analysis studies	100	Strong	Primary	75	Strong
e. Use community business/industry persons in planning	100	Strong	Primary	75	Strong
f. Use state office personnel in planning	100	Strong	Primary	95	Strong
g. Coordinate CETA	95	Strong	Primary	47	Moderate
h. Direct adult education	70	Strong	Shared	64	Moderate
2. Vocational program development, to include:					
a. Direct identification of job entry tasks	100	Strong	Shared	90	Strong
b. Direct curriculum design	100	Strong	Shared	90	Strong
c. Direct selection of instructional materials	100	Strong	Shared	80	Strong
d. Determine program equipment/furnishing needs	100	Strong	Shared	85	Strong
e. Determine program facility needs	100	Strong	Shared	90	Strong
f. Insure application of all regulations to program design	100	Strong	Primary	80	Strong
g. Insure application of other legislative rules (CETA, etc.)	100	Strong	Singular	55	Moderate
h. Utilize state office and other personnel in program design	100	Strong	Primary	85	Strong
i. Direct program procedures and practices	100	Strong	Primary	85	Strong
j. Determine student selection criteria	100	Strong	Shared	85	Strong
k. Direct program proposals	100	Strong	Primary	50	Moderate
l. Present program proposals to governing agencies	100	Strong	Primary	85	Strong
m. Locate sources of operational funding	100	Strong	Primary	55	Moderate
3. Vocational program evaluation, to include:					
a. Direct program evaluation procedures and practices	100	Strong	Primary	80	Strong
b. Determine program effectiveness based on objectives	100	Strong	Primary	85	Strong
c. Direct student placement and follow up	100	Strong	Shared	85	Strong
d. Direct employer follow up	100	Strong	Shared	80	Strong
e. Utilize state office and other personnel for evaluation	100	Strong	Primary	95	Strong
f. Direct research for program revision	100	Strong	Primary	70	Strong
g. Present program revision/closure proposals	100	Strong	Primary	85	Strong
h. Recommend changes in program policies	100	Strong	Primary	90	Strong

TABLE 4. Task and Responsibility Mode Agreement Levels of the Local Director Subpopulation (N=20), Section IV -- Instructional Management.

Task	Task Percent	Task Agreement	Responsibility Mode	Responsibility Percent	Responsibility Agreement
1. Vocational program procedures, to include:					
a. Direct student testing and grading practices	100	Strong	Shared	90	Strong
b. Direct student records procedures	95	Strong	Shared	53	Moderate
c. Direct student rules of conduct and behavior	95	Strong	Shared	74	Strong
d. Direct student graduation criteria	65	No	Shared	85	Strong
e. Insure adherence to FTE guidelines	100	Strong	Primary	80	Strong
f. Direct procedures for program accountability	100	Strong	Primary	85	Strong
g. Direct program articulation	100	Strong	Shared	80	Strong
2. Vocational program operations, to include:					
a. Direct validation of curriculum and revisions	100	Strong	Shared	75	Strong
b. Promote use of program advisory committees	100	Strong	Shared	55	Moderate
c. Direct supplemental/remedial support programs	100	Strong	Shared	80	Strong
d. Direct and promote youth group/club activities	100	Strong	Shared	85	Strong
e. Direct and promote student field trips	95	Strong	Shared	58	Moderate
f. Direct and promote cooperative education programs	100	Strong	Shared	75	Strong
g. Direct student transportation	90	Strong	Shared	67	Strong
h. Determine minimum/maximum class enrollments	100	Strong	Shared	75	Strong
i. Direct out-of-sequence classes as needed	95	Strong	Shared	89	Strong
j. Direct evening adult vocational education programs	75	Strong	Shared	73	Strong
k. Provide special needs for ethnic minorities	100	Strong	Shared	90	Strong
l. Provide special needs for handicapped/disadvantaged	100	Strong	Shared	90	Strong
m. Promote the elimination of sexual bias	100	Strong	Shared	75	Strong
n. Insure adherence to copyright laws	100	Strong	Shared	85	Strong
o. Coordinate CETA	100	Strong	Shared	88	Strong
3. Vocational program supervision, to include:					
a. Coordinate programs within institutional objectives	100	Strong	Singular	50	Moderate
b. Direct preparation of class schedules	95	Strong	Shared	84	Strong
c. Direct prepartion of facility usage schedules	100	Strong	Shared	90	Strong
d. Direct selection of instructional materials	100	Strong	Shared	85	Strong
e. Provide guidance in the selection of instructional strategies	100	Strong	Shared	85	Strong
f. Direct a student learning resource center	85	Strong	Assigns	76	Strong
g. Direct recordkeeping procedures	95	Strong	Primary	53	Moderate
h. Visit classrooms/shops during class time	100	Strong	Primary	75	Strong
i. Serve as liaison between outside agencies and personnel	100	Strong	Primary	95	Strong
j. Recommend changes in instructional policies	100	Strong	Primary	95	Strong

TABLE 5. Task and Responsibility Mode Agreement Levels of the Local Director Subpopulation (N=20), Section V -- Student Services.

Task	Task		Responsibility		
	Percent	Agreement	Mode	Percent	Agreement
1. Vocational student entrance, to include:					
a. Administer student recruitment	100	Strong	Shared	80	Strong
b. Administer student selection	100	Strong	Shared	65	Moderate
c. Administer student admissions	100	Strong	Shared	50	Moderate
d. Administer student orientation	95	Strong	Assigns	84	Strong
e. Administer student financial aid programs	65	No	Assigns	85	Strong
f. Administer student work study programs	100	Strong	Assigns	60	Moderate
g. Administer the provision of guidance and testing	85	Strong	Assigns	88	Strong
h. Administer procedures for student records	75	Strong	Assigns	93	Strong
2. Vocational student welfare, to include:					
a. Provide a student handbook	85	Strong	Assigns	65	Moderate
b. Insure adherence to student records privacy act	95	Strong	Shared	79	Strong
c. Direct procedures to insure student safety and health	100	Strong	Shared	85	Strong
d. Direct procedures to hear student grievances	80	Strong	Shared	75	Strong
3. Vocational student exit, to include:					
a. Administer a job development program	100	Strong	Shared	75	Strong
b. Administer a job placement program	100	Strong	Shared	85	Strong
c. Administer an exit interview for drop-outs and graduates	80	Strong	Assigns	75	Strong
d. Evaluate student services program	85	Strong	Shared	76	Strong
e. Recommend changes in student services policies	90	Strong	Shared	78	Strong

TABLE 6. Task and Responsibility Mode Agreement Levels of the Local Director Subpopulation (N=20), Section VI -- Personnel Management.

Task	Task Percent	Task Agreement	Responsibility Mode	Responsibility Percent	Responsibility Agreement
1. Vocational personnel management, to include:					
a. Recruit personnel	100	Strong	Shared	90	Strong
b. Select personnel	100	Strong	Shared	90	Strong
c. Induct personnel	100	Strong	Shared	90	Strong
d. Prepare personnel job descriptions/specifications	100	Strong	Shared	80	Strong
e. Interpret benefit program to personnel	80	Strong	Shared	94	Strong
f. Implement manpower studies of personnel	90	Strong	Shared	94	Strong
g. Maintain affirmative action in hiring procedures	95	Strong	Shared	95	Strong
h. Recommend personnel for employment	100	Strong	Shared	85	Strong
2. Vocational personnel services, to include:					
a. Participate in personnel grievance resolutions	85	Strong	Shared	100	Strong
b. Direct personnel in credential/certificate/license processes	100	Strong	Primary	95	Strong
c. Direct a personnel evaluation program	100	Strong	Shared	90	Strong
d. Negotiate personnel work loads	100	Strong	Shared	90	Strong
e. Negotiate personnel over-loads	100	Strong	Shared	90	Strong
f. Supervise assigned classified staff	95	Strong	Shared	63	Moderate
g. Approve and schedule personnel leaves, vacation, etc.	70	Strong	Shared	71	Strong
h. Maintain a personnel record/file system	95	Strong	Shared	42	Moderate
i. Recommend personnel renewals, non-renewals, etc.	100	Strong	Shared	85	Strong
j. Counsel personnel on professional matters	100	Strong	Shared	85	Strong
k. Conduct personnel meetings	100	Strong	Shared	75	Strong
l. Prepare personnel memos	100	Strong	Primary	60	Moderate
m. Direct committee work	100	Strong	Shared	90	Strong
n. Provide a personnel handbook	85	Strong	Shared	71	Strong
3. Vocational personnel development, to include:					
a. Provide a personnel learning resource center	90	Strong	Shared	83	Strong
b. Direct professional development for personnel	100	Strong	Shared	80	Strong
c. Provide personnel in-service training	100	Strong	Shared	95	Strong
d. Approve professional travel for personnel	100	Strong	Shared	50	Strong
e. Encourage personnel to join professional organizations	100	Strong	Shared	60	Moderate
f. Evaluate personnel procedures and practices	100	Strong	Shared	85	Strong
g. Recommend changes in personnel policies	100	Strong	Shared	85	Strong

TABLE 7. Task and Responsibility Mode Agreement Levels of the Local Director Subpopulation (N=20), Section VII -- Community-School Relations.

Task	Task		Responsibility		
	Percent	Agreement	Mode	Percent	Agreement
1. Community relations, to include:					
a. Promote use of program advisory committees	100	Strong	Primary	80	Strong
b. Participate in program advisory committees	100	Strong	Shared	75	Strong
c. Promote the local advisory council for vocational education	100	Strong	Primary	85	Strong
d. Participate in appropriate community groups and councils	100	Strong	Primary	90	Strong
e. Interact with community service organizations	100	Strong	Primary	75	Strong
f. Direct a recognition program for students and others	100	Strong	Shared	90	Strong
g. Meet with visitors	100	Strong	Shared	80	Strong
h. Evaluate and recommend changes in community relations policies	100	Strong	Shared	85	Strong
2. School relations, to include:					
a. Support cooperative relationships between all school personnel	100	Strong	Shared	85	Strong
b. Support cooperative relationships among vocational personnel	100	Strong	Shared	70	Strong
c. Participate in shared governance processes	90	Strong	Shared	89	Strong
d. Participate in school committee functions	100	Strong	Shared	85	Strong
e. Develop cooperative arrangments with kindred agencies	100	Strong	Shared	60	Moderate
f. Evaluate and recommend changes in school relations policies	100	Strong	Shared	85	Strong
3. Public relations, to include:					
a. Approve news releases about vocational matters to media	90	Strong	Primary	61	Moderate
b. Direct open houses and public displays	100	Strong	Shared	85	Strong
c. Present speeches about vocational education to groups	100	Strong	Shared	60	Moderate
d. Prepare bulletins, flyers, and brochures about programs	100	Strong	Shared	70	Strong
e. Prepare all vocational information in catalogs	100	Strong	Shared	80	Strong
f. Visit with business and industry groups	100	Strong	Shared	75	Strong
g. Evaluate and recommend changes in public relations policies	100	Strong	Shared	85	Strong

TABLE 8. Task and Responsibility Mode Agreement Levels of the Local Director Subpopulation (N=20), Section VIII -- Professional Relations.

Task	Task		Responsibility		
	Percent	Agreement	Mode	Percent	Agreement
1. Professional practices, to include:					
a. Participate in professional organizations	100	Strong	Primary	90	Strong
b. Provide input for vocational education legislation	100	Strong	Primary	85	Strong
c. Develop professional relationships with other administrators	100	Strong	Primary	90	Strong
d. Develop professional relationships with state agencies	100	Strong	Primary	95	Strong
e. Use cooperative decision-making methods	100	Strong	Shared	90	Strong
f. Plan and evaluate with objective methods	100	Strong	Shared	90	Strong
g. Represent vocational education to agencies, groups, and others	100	Strong	Primary	80	Strong
h. Maintain ethical standards	100	Strong	Primary	90	Strong
i. Maintain professional conduct and appearance	100	Strong	Primary	90	Strong
j. Identify problems, select alternatives, and make decisions	100	Strong	Shared	70	Strong
2. Professional development, to include:					
a. Implement a personal professional growth plan	100	Strong	Primary	85	Strong
b. Evaluate personal professional growth outcomes	100	Strong	Shared	85	Strong
c. Develop effective human relations skills	100	Strong	Primary	85	Strong
d. Know vocational materials, developments, and legislations	100	Strong	Primary	90	Strong
3. Professional attitude, to include:					
a. Concern with improving the conditions of life for others	100	Strong	Shared	90	Strong
b. Believe that helping others to achieve goals is important	100	Strong	Shared	75	Strong
c. Open to ideas of others	100	Strong	Primary	90	Strong
d. Involve key persons in the decision-making process	100	Strong	Primary	70	Strong
e. Will arbitrate conflict	100	Strong	Shared	85	Strong
f. Will compromise	100	Strong	Shared	80	Strong
g. Will assimilate life style into job	100	Strong	Primary	90	Strong
h. Use capabilities of others in areas of their interest	100	Strong	Shared	75	Strong
i. Use all resources to achieve objectives effectively	100	Strong	Shared	65	Strong
j. Accept accountability for vocational education	100	Strong	Primary	85	Strong

Task Agreement of Local Director Subpopulation

The data revealed that except for five tasks there was strong agreement (67 percent or more) of the local director subpopulation on the 198 administrative tasks which a local director of vocational education should perform at the secondary school district. Of the five tasks, there was 50 percent or more agreement that it should be a task. The five tasks are identified in Table 9.

TABLE 9. Administrative Tasks in Which Local Directors of Secondary School Districts Did Not Have Strong Agreement as to the Task Being of a Local Director.

Section I - Business and Financial Management
1a. Personnel salaries
1b. Fixed costs
Section II - Facilities and Equipment
2f. Direct a building security program
Section IV - Instructional Management
1d. Direct student graduation criteria
Section V - Student Services
1e. Administer student financial aid program

The local director subpopulation deleted four tasks from the original 203 tasks and added four new ones. The administrative tasks which were deleted by the local director subpopulation are listed in Table 10.

TABLE 10. Tasks Deleted by the Local Director Subpopulation From the Original Administrative Task Listing.

Section II - Facilities and Equipment
1h. Analyze and accept building bids
2g. Direct a ground maintenance program
Section VI - Personnel Management
2a. Participate in professional negotiations
2b. Direct personnel grievance procedures

The administrative tasks which were added by the local director subpopulation are identified in Table 11.

TABLE 11. Administrative Tasks Which the Local Director Subpopulation Added as New Tasks That Were Not on the First Questionnaire.

Section I - Business and Financial Management
1i. Salary for extra duty assignment
Section III - Program Planning, Development, and Evaluation
1g. Coordinate CETA
1h. Direct adult education
Section IV - Instructional Management
2o. Coordinate CETA

Responsibility Mode Agreement of Local Director Subpopulation

The tabulation of the way local directors perceived the responsibility mode for each task is presented in a table for each of the eight functions comprising the total role tasks. In the tables, the tasks of the function were listed in rank order of high to low responsibility mode, and by strong or moderate agreement of the subpopulation.

Section I - Business and Financial Management. There was strong agreement about the responsibility mode for task completion in 16 of the 25 tasks in Section I. Thirteen of the 25 were rated as primary responsibility, three were rated as singular, and none were rated as shared. Table 12 displays this information.

TABLE 12. Tasks Rated by Local Directors and Grouped by Responsibility Mode for the Business and Financial Management Function.

Item Number	Task	Responsibility Mode	Responsibility Level of Agreement
1f	Supplies	Primary	Strong
1g	Written narrative information	Primary	Strong
2b	Review budget requests with program personnel	Primary	Strong
2c	Allocate appropriations/funds for programs	Primary	Strong
2d	Approve expenditures for programs	Primary	Strong

TABLE 12. (continued)

Item Number	Task	Responsibility: Mode	Responsibility: Level of Agreement
2e	Regulate spending patterns for programs	Primary	Strong
4c	Analyze program operation costs	Primary	Strong
4d	Prepare long-range budget plans	Primary	Strong
4e	Provide budget information to staff	Primary	Strong
1d	Capital	Primary	Moderate
1h	Presentation of requests to appropriate committees	Primary	Moderate
1i	Salary for extra duty assignment	Primary	Moderate
4f	Provide budget information to the community	Primary	Moderate
2a	Allocate appropriations/funds within the institution	Singular	Strong
3a	Recommend changes in financial policies	Singular	Moderate
4a	Direct practices and records for audits	Singular	Moderate
1a	Personnel salaries	Shared	Strong
1b	Fixed costs	Shared	Strong
1c	Support costs	Shared	Strong
1d	Facility costs	Shared	Strong
4b	Direct procedures for student accounting	Shared	Strong
4g	Determine insurance needs and costs	Shared	Strong
3b	Direct financial procedures and practices	Shared	Moderate
3c	Evaluate and change financial procedures and practices	Shared	Moderate
4h	Locate alternative sources of funding	Shared	Moderate

Section II - Facilities and Equipment. Of the 26 tasks contained in Section II (Table 13), there was strong agreement in 24 of the tasks. Two tasks were rated as primary responsibility, one was rated as singular, and 23 were rated as shared.

TABLE 13. Tasks Rated by Local Directors and Grouped by Responsibility Mode for the Facilities and Equipment Function.

Item Number	Task	Responsibility	
		Mode	Level of Agreement
2l	Prepare long-range facility plans for programs	Primary	Strong
2m	Prepare long-range equipment plans for programs	Primary	Strong
2b	Direct an equipment/supply inventory	Singular	Strong
1a	Conduct facility needs assessment	Shared	Strong
1b	Conduct facility feasibility assessments	Shared	Strong
1c	Prepare specifications for new facilities	Shared	Strong
1d	Prepare specifications for facility additions	Shared	Strong
1e	Prepare specifications for facility changes	Shared	Strong
1f	Recommend building sites	Shared	Strong
1g	Oversee architectural planning	Shared	Strong
1h	Analyze and accept equipment bids for programs	Shared	Strong
1j	Determine that all legal/extra-legal rules are met	Shared	Strong
2a	Direct use of facility for programs	Shared	Strong
2c	Direct a maintenance/repair program for facilities	Shared	Strong
2e	Dispose of equipment and furnishings for programs	Shared	Strong
2f	Direct a building security program	Shared	Strong
2g	Direct procedures and practices for safety in programs	Shared	Strong
2h	Analyze accidents for improvement of safety procedures	Shared	Strong
2i	Direct procedures for emergencies	Shared	Strong
2j	Schedule public use of facilities	Shared	Strong
2k	Evaluate facility operation	Shared	Strong
2n	Insure conservation of energy in facilities	Shared	Strong
2o	Secure leased and rented facilities	Shared	Strong
2p	Recommend changes in facility policies	Shared	Strong
1i	Purchase new equipment and furnishings for programs	Shared	Moderate
2d	Direct a maintenance/repair program for program equipment	Shared	Moderate

Section III - Program Planning, Development, and Evaluation. Table 14 shows the perceptions of the local directors concerning the responsibility mode needed for the tasks in the function of program planning, development, and evaluation. There was strong agreement about 23 of the 29 tasks. Eighteen were reported as primary, one as singular, and ten as shared in the responsibility mode needed.

TABLE 14. Tasks Rated by Local Directors and Grouped by Responsibility Mode for the Program Planning, Development, and Evaluation Function.

Item Number	Task	Responsibility Mode	Responsibility Level of Agreement
1a	Direct business/industry need assessments for programs	Primary	Strong
1d	Direct use of occupational task analysis studies	Primary	Strong
1e	Use community business/industry persons in planning	Primary	Strong
1f	Use state official personnel in planning	Primary	Strong
2f	Insure application of all regulations to program design	Primary	Strong
2h	Utilize state office and other personnel in program design	Primary	Strong
2i	Direct program procedures and practices	Primary	Strong
2l	Present program proposals to governing agencies	Primary	Strong
3a	Direct program evaluation procedures and practices	Primary	Strong
3e	Utilize state office and other personnel for evaluation	Primary	Strong
3f	Direct research for program revision	Primary	Strong
3g	Present program revision/closure proposals	Primary	Strong
3h	Recommend changes in program policies	Primary	Strong
1c	Evaluate local, state, and national manpower needs data	Primary	Moderate
2g	Insure application of other legislature rules (CETA, etc.)	Primary	Moderate
2k	Direct program proposals	Primary	Moderate
2m	Locate sources of operational funding	Primary	Moderate
1g	Coordinate CETA	Singular	Moderate
1b	Direct student interest assessments for programs	Shared	Strong

TABLE 14. (continued)

Item Number	Task	Responsibility Mode	Responsibility Level of Agreement
2a	Direct identification of job entry tasks	Shared	Strong
2b	Direct curriculum design	Shared	Strong
2c	Direct selection of instructional materials	Shared	Strong
2d	Determine program equipment/ furnishing needs	Shared	Strong
2e	Determine program facility needs	Shared	Strong
2j	Determine student selection criteria	Shared	Strong
3c	Direct student placement and follow up	Shared	Strong
3d	Direct employer follow up	Shared	Strong
1h	Direct adult education	Shared	Moderate

Section IV - Instructional Management. There were 32 tasks in this function, as reported in Table 15. There was strong agreement about 27. Six tasks were rated as primary responsibility, one as singular, 24 as shared, and one was rated as an assigned responsibility mode.

TABLE 15. Tasks Rated by Local Directors and Grouped by Responsibility Mode for the Instructional Management Function.

Item Number	Task	Responsibility Mode	Responsibility Level of Agreement
1e	Insure adherence to FTE guidelines	Primary	Strong
1f	Direct procedures for program accountability	Primary	Strong
3h	Visit classrooms/shops during class time	Primary	Strong
3i	Serve as liaison between outside agencies and personnel	Primary	Strong
3j	Recommend changes in instructional policies	Primary	Strong
3g	Direct recordkeeping procedures	Primary	Moderate
3a	Coordinate programs within institutional objectives	Singular	Moderate

TABLE 15. (continued)

Item Number	Task	Responsibility	
		Mode	Level of Agreement
1a	Direct student testing and grading practices	Shared	Strong
1c	Direct student rules of conduct and behavior	Shared	Strong
1d	Direct student graduation criteria	Shared	Strong
1g	Direct program articulation	Shared	Strong
2a	Direct validation of curriculum and revisions	Shared	Strong
2c	Direct supplemental/remedial support programs	Shared	Strong
2d	Direct and promote youth group/club activities	Shared	Strong
2f	Direct and promote cooperative education programs	Shared	Strong
2g	Direct student transportation	Shared	Strong
2h	Determine minimum/maximum class enrollments	Shared	Strong
2i	Direct out-of-sequence classes as needed	Shared	Strong
2j	Direct evening adult vocational education programs	Shared	Strong
2k	Provide special needs for ethnic minorities	Shared	Strong
2l	Provide special needs for handicapped/ disadvantaged	Shared	Strong
2m	Promote the elimination of sexual bias	Shared	Strong
2n	Insure adherence to copyright laws	Shared	Strong
2o	Coordinate CETA	Shared	Strong
3b	Direct preparation of class schedules	Shared	Strong
3c	Direct preparation of facility usage schedules	Shared	Strong
3d	Direct selection of instructional materials	Shared	Strong
3e	Provide guidance in the selection of instructional strategies	Shared	Strong
1b	Direct student records procedures	Shared	Moderate
2b	Promote uses of program advisory committees	Shared	Moderate
2e	Direct and promote student field trips	Shared	Moderate
3f	Implement manpower studies of personnel	Assigned	Strong

Section V - Student Services. There was strong agreement about the responsibility mode for task completion in 13 of the 17 tasks in the student services function. In Table 16, ten tasks were shown as shared responsibility, and seven were shown as assigned to others.

TABLE 16. Tasks Rated by Local Directors and Grouped by Responsibility Mode for the Student Services Function.

Item Number	Task	Responsibility	
		Mode	Level of Agreement
1a	Administer student recruitment	Shared	Strong
2b	Insure adherence to student records privacy act	Shared	Strong
2c	Direct procedures to insure student safety and health	Shared	Strong
2d	Direct procedures to hear student grievances	Shared	Strong
3a	Administer a job development program	Shared	Strong
3b	Administer a job placement program	Shared	Strong
3d	Evaluate student services program	Shared	Strong
3e	Recommend changes in student services policies	Shared	Strong
1b	Administer student selection	Shared	Moderate
1c	Administer student admissions	Shared	Moderate
1d	Administer student orientation	Assigned	Strong
1e	Administer student financial aid programs	Assigned	Strong
1g	Administer the provision of guidance and testing	Assigned	Strong
1h	Administer procedures for student records	Assigned	Strong
3c	Administer an exit interview for drop-outs and graduates	Assigned	Strong
1f	Administer student work study programs	Assigned	Moderate
2a	Provide a student handbook	Assigned	Moderate

Section VI - Personnel Management. In this function, there was strong agreement in 25 of the 29 tasks. Two tasks were rated as being of primary responsibility, and 27 as being of shared responsibility. Table 17 reports this data.

TABLE 17. Tasks Rated by Local Directors and Grouped by Responsibility Mode for the Personnel Management Function.

Item Number	Task	Responsibility Mode	Responsibility Level of Agreement
2b	Direct personnel in credential/certificate/license processes	Primary	Strong
2l	Prepare personnel memos	Primary	Moderate
1a	Recruit personnel	Shared	Strong
1b	Select personnel	Shared	Strong
1c	Induct personnel	Shared	Strong
1d	Prepare personnel job descriptions/ specifications	Shared	Strong
1e	Interpret benefit program to personnel	Shared	Strong
1f	Implement manpower studies of personnel	Shared	Strong
1g	Maintain affirmative action in hiring procedures	Shared	Strong
1h	Recommend personnel for employement	Shared	Strong
2a	Participate in personnel grievance resolutions	Shared	Strong
2c	Direct a personnel evaluation program	Shared	Strong
2d	Negotiate personnel work loads	Shared	Strong
2e	Negotiate personnel over-loads	Shared	Strong
2g	Approve and schedule personnel leaves, vacation, etc.	Shared	Strong
2i	Recommend personnel renewals, non-renewals, etc.	Shared	Strong
2j	Counsel personnel on professional matters	Shared	Strong
2k	Conduct personnel meetings	Shared	Strong
2m	Direct committee work	Shared	Strong
2n	Provide a personnel handbook	Shared	Strong
3a	Provide a personnel learning resource center	Shared	Strong
3b	Direct professional development for personnel	Shared	Strong
3c	Provide personnel inservice training	Shared	Strong
3d	Approve professional travel for personnel	Shared	Strong
3f	Evaluate personnel procedures and practices	Shared	Strong
3g	Recommend changes in personnel policies	Shared	Strong
2f	Supervise assigned classified staff	Shared	Moderate
2h	Maintain a personnel record/file system	Shared	Moderate
3e	Encourage personnel to join professional organizations	Shared	Moderate

Section VII - Community-School Relations. Table 18 reports there was strong agreement about the responsibility mode for task completion in 14 of the 21 tasks in this function. Nine tasks were rated as primary responsibility, and 12 were rated as shared.

TABLE 18. Tasks Rated by Local Directors and Grouped by Responsibility Mode for the Community-School Relations Function.

Item Number	Task	Responsibility	
		Mode	Level of Agreement
1a	Promote use of program advisory committees	Primary	Strong
1c	Promote the local advisory council for vocational education	Primary	Strong
1d	Participate in appropriate community groups and councils	Primary	Strong
1e	Interact with community service organizations	Primary	Strong
2a	Support cooperative relationships between all school personnel	Primary	Moderate
2b	Support cooperative relationships among vocational personnel	Primary	Moderate
2c	Participate in shared governance processes	Primary	Moderate
2d	Participate in school committee functions	Primary	Moderate
3a	Approve news releases about vocational matters to media	Primary	Moderate
1b	Participate in program advisory committees	Shared	Strong
1f	Direct a recognition program for students and others	Shared	Strong
1h	Evaluate and recommend changes in community relations policies	Shared	Strong
2f	Evaluate and recommend changes in school relations policies	Shared	Strong
3b	Direct open houses and public displays	Shared	Strong
3d	Prepare bulletins, flyers, and brochures about programs	Shared	Strong
3e	Prepare all vocational information in catalogs	Shared	Strong
3f	Visit with business and industry groups	Shared	Strong
3g	Evaluate and recommend changes in public relations policies	Shared	Strong

TABLE 18. (continued)

Item Number	Task	Responsibility Mode	Responsibility Level of Agreement
2e	Develop cooperative arrangements with kindred agencies	Shared	Moderate
3c	Present speeches about vocational education to groups	Shared	Moderate

Section VIII - Professional Relations. As Table 19 shows, there was strong agreement about the responsibility mode for task completion in all 24 tasks for professional relations. Fourteen tasks were judged as primary responsibility, and ten were judged as shared responsibility.

TABLE 19. Tasks Rated by Local Directors and Grouped by Responsibility Mode for the Professional Relations Function.

Item Number	Task	Responsibility Mode	Responsibility Level of Agreement
1a	Participate in professional organizations	Primary	Strong
1b	Provide input for vocational education legislation	Primary	Strong
1c	Develop professional relationships with other administrators	Primary	Strong
1d	Develop professional relationships with state agencies	Primary	Strong
1g	Represent vocational education to agencies, groups, and others	Primary	Strong
1h	Maintain ethical standards	Primary	Strong
1i	Maintain professional conduct and appearance	Primary	Strong
2a	Implement a personal professional growth plan	Primary	Strong
2c	Develop effective human relations skills	Primary	Strong
2d	Know vocational materials, developments, and legislations	Primary	Strong
3c	Open to ideas of others	Primary	Strong
3d	Involve key persons in the decision-making process	Primary	Strong
3g	Will assimilate life style into job	Primary	Strong
3j	Accept accountability for vocational education	Primary	Strong

TABLE 19. (continued)

Item Number	Task	Responsibility	
		Mode	Level of Agreement
1e	Use cooperative decision-making methods	Shared	Strong
1f	Plan and evaluate with objective methods	Shared	Strong
1j	Identify problems, select alternatives, and make decisions	Shared	Strong
2b	Evaluate personal professional growth outcomes	Shared	Strong
3b	Believe that helping others to achieve goals is important	Shared	Strong
3e	Will arbitrate conflict	Shared	Strong
3f	Will compromise	Shared	Strong
3h	Use capabilities of others in areas of their interest	Shared	Strong
3i	Use all resources to achieve objectives effectively	Shared	Strong

Summary of the Local Director Findings

In summarizing the data regarding the views of the local director as to how he/she perceives the administrative task should be, the following conclusions have been drawn:

1. One hundred sixty-six tasks have strong agreement (67 percent or more)
2. Thirty-seven tasks have moderate agreement (less than 67 percent).

There was strong agreement on 82 percent of all the tasks in the local director portion of this study. Eighteen percent had moderate agreement.

Further, of the 166 tasks that have strong agreement, the local director should complete the following:

1. Twenty-nine percent of all tasks as primary responsibility
2. One percent of all tasks as singular responsibility
3. Sixty-six percent of all tasks as shared responsibility
4. Four percent of all tasks assigned to others.

Table 20 summarizes the rating for all 203 tasks contained in the local director portion of this study. The responsibility mode showed the largest number of tasks (125) as shared responsibility. This analysis of data revealed that the local directors perceived their role as one of supervision.

TABLE 20. Responsibility Mode Agreement Summary of the Colorado Local Directors of the Secondary School Subpopulation as They Perceived Their Tasks to Be.

Responsibility Mode	Agreement	Number of Tasks	
Primary Responsibility	Strong	49	
Primary Responsibility	Moderate	15	
			64
Singular Responsibility	Strong	2	
Singular Responsibility	Moderate	4	
			6
Shared Responsibility	Strong	109	
Shared Responsibility	Moderate	16	
			125
Assigned Responsibility	Strong	6	
Assigned Responsibility	Moderate	2	
			8
			203

Minority Opinion of Local Director Subpopulation

An opportunity was given for the local director subpopulation to state their opinion as to the administrative task items listed and the total percentages that were recorded on the second questionnaire. The local directors provided one "minority opinion" on the second round of questioning. Table 21 relates this opinion.

TABLE 21. Local Director of Secondary School Districts in Colorado "Minority Opinion" of the Response of Local Director Subpopulation on the Second Round of the Questionnaire.

Section and Title	Opinion
Section IV -- Instructional Management	2b. Promote use of advisory committees. "This should be one of the main jobs of a vocational director -- one way people in the community assist the vocational teachers."

Task Agreement of Supervisor Subpopulation

In summarization of the data of the supervisors of the local directors in the State of Colorado secondary school districts, a strong

agreement (67 percent or more of the supervisor subpopulation) was observed on all 193 administrative tasks which the local director should perform. (Tables 22-29)

The supervisor subpopulation deleted 13 tasks from the original 203 tasks and added three new ones. Table 30 identifies the administrative tasks which were deleted.

TABLE 22. Task and Responsibility Mode Agreement Levels of the Supervisor Subpopulation (N=12), Section I -- Business and Financial Management.

Task	Task Percent	Task Agreement	Responsibility Mode	Responsibility Percent	Responsibility Agreement
1. Prepare general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. Fixed costs	83	Strong	Singular	90	Strong
b. Support costs	100	Strong	Singular	83	Strong
c. Facility costs	100	Strong	Singular	83	Strong
d. Capital	100	Strong	Singular	83	Strong
e. Supplies	100	Strong	Singular	92	Strong
f. Written narrative information	100	Strong	Singular	100	Strong
g. Presentation of requests to appropriate committees	100	Strong	Singular	92	Strong
2. Administer general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. Allocate appropriations/funds within the institution	100	Strong	Singular	92	Strong
b. Review budget requests with program personnel	99	Strong	Primary	58	Moderate
c. Allocate appropriations/funds for programs	99	Strong	Singular	83	Strong
d. Approve expenditures for programs	91	Strong	Singular	91	Strong
e. Regulate spending patterns for programs	100	Strong	Primary	50	Moderate
3. Financial policy for vocational education, to include:					
a. Recommend changes in financial policies	100	Strong	Singular	83	Strong
b. Direct financial procedures and practices	100	Strong	Singular	83	Strong
c. Evaluate and change financial procedures and practices	100	Strong	Singular	67	Strong
4. Financial operation for vocational education, to include:					
a. Direct practices and records for audits	91	Strong	Primary	82	Strong
b. Direct procedures for student accounting	92	Strong	Primary	73	Strong
c. Analyze program operations costs	100	Strong	Primary	75	Strong
d. Prepare long-range budget plans	100	Strong	Singular	66	Moderate
e. Provide budget information to staff	100	Strong	Primary	75	Strong
f. Provide budget information to the community	100	Strong	Singular	83	Strong
g. Determine insurance needs and costs	83	Strong	Shared	100	Strong
h. Locate alternative sources of funding	100	Strong	Shared	100	Strong

TABLE 23. Task and Responsibility Mode Agreement Levels of the Supervisor Subpopulation (N=12), Section II -- Facilities and Equipment.

Task	Task		Responsibility		
	Percent	Agreement	Mode	Percent	Agreement
1. Facility development for vocational education, to include:					
a. Conduct facility needs assessment	100	Strong	Shared	83	Strong
b. Conduct facility feasibility assessments	100	Strong	Shared	92	Strong
c. Prepare specifications for new facilities	100	Strong	Shared	100	Strong
d. Prepare specifications for facility additions	100	Strong	Shared	100	Strong
e. Prepare specifications for facility changes	100	Strong	Shared	100	Strong
f. Recommend building sites	75	Strong	Shared	100	Strong
g. Oversee architectural planning	92	Strong	Shared	100	Strong
h. Analyze and accept equipment bids for programs	91	Strong	Shared	91	Strong
i. Purchase new equipment and furnishings for programs	100	Strong	Shared	92	Strong
j. Determine that all legal/extra-legal rules are met	100	Strong	Shared	50	Moderate
k. Serve on school facility advisory committee	99	Strong	Shared	83	Strong
2. Facility operation for vocational education, to include:					
a. Direct use of facility for programs	100	Strong	Primary	75	Strong
b. Direct an equipment/supply inventory system	100	Strong	Primary	75	Strong
c. Direct a maintenance/repair program for facilities	100	Strong	Shared	83	Strong
d. Direct a maintenance/repair program for program equipment	100	Strong	Primary	75	Strong
e. Dispose of equipment and furnishings for program	91	Strong	Shared	91	Strong
f. Direct procedures and practices for safety in programs	100	Strong	Primary	83	Strong
g. Analyze accidents for improvement of safety procedures	100	Strong	Shared	75	Strong
h. Direct procedures for emergencies	100	Strong	Shared	92	Strong
i. Schedule public use of facilities	83	Strong	Shared	81	Strong
j. Evaluate facility operation	100	Strong	Shared	67	Strong
k. Prepare long-range facility plans for programs	100	Strong	Shared	67	Strong
l. Prepare long-range equipment plans for programs	100	Strong	Primary	50	Moderate
m. Insure conservation of energy in facilities	100	Strong	Shared	92	Strong
n. Recommend changes in facility policies	100	Strong	Shared	100	Strong
o. Administer energy audits for facilities	75	Strong	Shared	75	Strong

TABLE 24. Task and Responsibility Mode Agreement Levels of the Supervisor Subpopulation (N=12), Section III -- Program Planning, Development, and Evaluation.

Task	Task		Responsibility		
	Percent	Agreement	Mode	Percent	Agreement
1. Vocational program planning, to include:					
a. Direct business/industry need assessments for programs	100	Strong	Primary	83	Strong
b. Direct student interest assessments for programs	100	Strong	Shared	75	Strong
c. Evaluate local, state, and national manpower needs data	100	Strong	Primary	92	Strong
d. Direct use of occupational task analysis studies	100	Strong	Primary	92	Strong
e. Use community business/industry persons in planning	100	Strong	Primary	83	Strong
f. Use state office personnel in planning	100	Strong	Primary	92	Strong
2. Vocational program development, to include:					
a. Direct identification of job entry tasks	100	Strong	Primary	83	Strong
b. Direct curriculum design	100	Strong	Shared	92	Strong
c. Direct selection of instructional materials	100	Strong	Shared	100	Strong
d. Determine program equipment/furnishing needs	100	Strong	Shared	92	Strong
e. Determine program facility needs	100	Strong	Shared	100	Strong
f. Insure application of all regulations to program design	100	Strong	Primary	92	Strong
g. Insure application of other legislative rules (CETA, etc.)	100	Strong	Primary	92	Strong
h. Utilize state office and other personnel in program design	100	Strong	Primary	92	Strong
i. Direct program procedures and practices	100	Strong	Primary	75	Strong
j. Determine student selection criteria	100	Strong	Shared	92	Strong
k. Direct program proposals	100	Strong	Primary	58	Moderate
l. Present program proposals to governing agencies	100	Strong	Primary	75	Strong
m. Locate sources of operational funding	100	Strong	Primary	58	Moderate
3. Vocational program evaluation, to include:					
a. Direct program evaluation procedures and practices	100	Strong	Primary	83	Strong
b. Determine program effectiveness based on objectives	100	Strong	Primary	58	Moderate
c. Direct student placement and follow up	100	Strong	Shared	67	Strong
d. Direct employer follow up	100	Strong	Primary	67	Strong
e. Utilize state office and other personnel for evaluation	100	Strong	Primary	83	Strong
f. Direct research for program revision	100	Strong	Primary	75	Strong
g. Present program revision/closure proposals	100	Strong	Primary	75	Strong
h. Recommend changes in program policies	100	Strong	Primary	67	Strong

TABLE 25. Task and Responsibility Mode Agreement Levels of the Supervisor Subpopulation (N=12), Section IV -- Instructional Management.

Task	Task		Responsibility		
	Percent	Agreement	Mode	Percent	Agreement
1. Vocational program procedures, to include:					
a. Direct student testing and grading practices	100	Strong	Assigns	83	Strong
b. Direct student records procedures	100	Strong	Assigns	83	Strong
c. Direct student rules of conduct and behavior	100	Strong	Shared	100	Strong
d. Direct student graduation criteria	83	Strong	Shared	83	Strong
e. Insure adherence to FTE guidelines	100	Strong	Primary	92	Strong
f. Direct procedures for program accountability	100	Strong	Primary	92	Strong
g. Direct program articulation	100	Strong	Singular	75	Strong
2. Vocational program operation, to include:					
a. Direct validation of curriculum and revisions	100	Strong	Shared	100	Strong
b. Promote use of program advisory committees	100	Strong	Primary	92	Strong
c. Direct supplemental/remedial support programs	100	Strong	Shared	100	Strong
d. Direct and promote youth group/club activities	100	Strong	Assigns	67	Strong
e. Direct and promote student field trips	100	Strong	Assigns	75	Strong
f. Direct and promote cooperative education programs	100	Strong	Shared	100	Strong
g. Determine minimum/maximum class enrollments	92	Strong	Singular	73	Strong
h. Direct out-of-sequence classes as needed	100	Strong	Singular	92	Strong
i. Direct evening adult vocational education programs	75	Strong	Primary	89	Strong
j. Provide special needs for ethnic minorities	100	Strong	Shared	92	Strong
k. Provide special needs for handicapped/disadvantaged	100	Strong	Shared	92	Strong
l. Present program proposals to governing agencies	100	Strong	Primary	67	Strong
m. Insure adherence to copyright laws	100	Strong	Primary	75	Strong
3. Vocational program supervision, to include:					
a. Coordinate programs within institutional objectives	100	Strong	Primary	92	Strong
b. Direct preparation of class schedules	92	Strong	Shared	92	Strong
c. Direct preparation of facility usage schedules	83	Strong	Shared	83	Strong
d. Direct selection of instructional materials	100	Strong	Shared	100	Strong
e. Provide guidance in the selection of instructional strategies	100	Strong	Shared/Pri.	50	Moderate
f. Direct a student learning resource center	100	Strong	Shared	100	Strong
g. Direct recordkeeping procedures	91	Strong	Primary	58	Moderate
h. Visit classrooms/shops during class time	100	Strong	Singular	58	Moderate
i. Serve as liaison between outside agencies and personnel	100	Strong	Primary	92	Strong
j. Recommend changes in instructional policies	100	Strong	Shared	100	Strong
k. Know vocational curriculum	100	Strong	Primary	92	Strong

TABLE 26. Task and Responsibility Mode Agreement Levels of the Supervisor Subpopulation (N=12), Section V -- Student Services.

Task	Task		Responsibility		
	Percent	Agreement	Mode	Percent	Agreement
1. Vocational student entrance, to include:					
a. Administer student recruitments	100	Strong	Shared	100	Strong
b. Administer student selection	100	Strong	Shared	100	Strong
c. Administer student admissions	100	Strong	Shared	100	Strong
d. Administer student orientation	100	Strong	Shared	100	Strong
e. Administer student financial aid program	100	Strong	Shared	100	Strong
f. Administer student work study programs	100	Strong	Shared	92	Strong
g. Administer the provision of guidance and testing	100	Strong	Shared	92	Strong
h. Administer procedures for student records	92	Strong	Shared	92	Strong
2. Vocational student welfare, to include:					
a. Provide a student handbook	91	Strong	Assigns	64	Moderate
b. Insure adherence to student records privacy act	92	Strong	Singular	82	Strong
c. Direct procedures to insure student safety and health	100	Strong	Singular	67	Strong
d. Direct procedures to hear student grievances	100	Strong	Singular	83	Strong
3. Vocational student exit, to include:					
a. Administer a job development program	100	Strong	Singular	75	Strong
b. Administer a job placement program	100	Strong	Shared	75	Strong
c. Administer an exit interview for drop-outs and graduates	100	Strong	Assigns	67	Strong
d. Evaluate student services program	100	Strong	Shared	100	Strong
e. Recommend changes in student services policies	100	Strong	Shared	100	Strong

TABLE 27. Task and Responsibility Mode Agreement Levels of the Supervisor Subpopulation (N=12), Section VI -- Personnel Management.

Task	Task Percent	Task Agreement	Responsibility Mode	Responsibility Percent	Responsibility Agreement
1. Vocational personnel management, to include:					
a. Recruit personnel	100	Strong	Shared	92	Strong
b. Select personnel	100	Strong	Shared	100	Strong
c. Induct personnel	100	Strong	Shared	75	Strong
d. Prepare personnel job descriptions/specifications	100	Strong	Shared	92	Strong
e. Interpret benefit program to personnel	75	Strong	Shared	75	Strong
f. Implement manpower studies of personnel	100	Strong	Singular	58	Moderate
g. Maintain affirmative action in hiring procedures	100	Strong	Singular	75	Strong
h. Recommend personnel for employment	100	Strong	Singular	58	Moderate
2. Vocational personnel services, to include:					
a. Participate in personnel grievance resolutions	100	Strong	Shared	100	Strong
b. Direct personnel in credential/certificate/license processes	100	Strong	Singular	75	Strong
c. Direct a personnel evaluation program	100	Strong	Shared	100	Strong
d. Supervise assigned classified staff	100	Strong	Shared	100	Strong
e. Recommend personnel renewals, non-renewals, etc.	84	Strong	Singular	50	Moderate
f. Counsel personnel on professional matters	92	Strong	Singular	73	Strong
g. Conduct personnel meetings	100	Strong	Singular	83	Strong
h. Prepare personnel memos	100	Strong	Shared	75	Strong
i. Direct committee work	100	Strong	Shared	92	Strong
3. Vocational personnel development, to include:					
a. Provide a personnel learning resource center	83	Strong	Shared	100	Strong
b. Direct professional development for personnel	100	Strong	Shared	100	Strong
c. Provide personnel in-service training	100	Strong	Shared	100	Strong
d. Approve professional travel for personnel	75	Strong	Singular	67	Strong
e. Encourage personnel to join professional organizations	67	Strong	Shared	75	Strong
f. Evaluate personnel procedures and practices	92	Strong	Shared	92	Strong
g. Recommend changes in personnel policies	100	Strong	Shared	100	Strong

TABLE 28. Task and Responsibility Mode Agreement Levels of the Supervisor Subpopulation (N=12), Section VII -- Community-School Relations.

Task	Task		Responsibility		
	Percent	Agreement	Mode	Percent	Agreement
1. Community relations, to include:					
a. Promote use of program advisory committees	100	Strong	Primary	100	Strong
b. Participate in program advisory committees	100	Strong	Primary	100	Strong
c. Promote the local advisory council for vocational education	100	Strong	Primary	100	Strong
d. Participate in appropriate community groups and councils	100	Strong	Primary	100	Strong
e. Interact with community service organizations	100	Strong	Primary	100	Strong
f. Direct a recognition program for students and others	100	Strong	Shared	100	Strong
g. Meet with visitors	100	Strong	Shared	83	Strong
h. Evaluate and recommend changes in community relations policies	100	Strong	Shared	75	Strong
2. School relations, to include:					
a. Support cooperative relationships between all school personnel	100	Strong	Primary	100	Strong
b. Support cooperative relationships among vocational personnel	100	Strong	Primary	100	Strong
c. Participate in shared governance processes	100	Strong	Primary	83	Strong
d. Participate in school community functions	100	Strong	Shared	75	Strong
e. Develop cooperative arrangements with kindred agencies	100	Strong	Primary	58	Moderate
f. Evaluate and recommend changes in school relations policies	100	Strong	Shared	100	Strong
Public relations, to include:					
a. Approve news releases about vocational matters to media	100	Strong	Shared	83	Strong
b. Direct open houses and public displays	100	Strong	Shared	100	Strong
c. Present speeches about vocational education to groups	100	Strong	Primary	100	Strong
d. Prepare bulletins, flyers, and brochures about programs	100	Strong	Shared	92	Strong
e. Prepare all vocational information in catalogs	100	Strong	Primary	92	Strong
f. Visit with business and industry groups	100	Strong	Shared	75	Strong
g. Evaluate and recommend changes in public relations policies	100	Strong	Shared	100	Strong

TABLE 29. Task and Responsibility Mode Agreement Levels of the Supervisor Subpopulation (N=12), Section VIII -- Professional Relations.

Task	Task		Responsibility		
	Percent	Agreement	Mode	Percent	Agreement
1. Professional practices, to include:					
a. Participate in professional organizations	100	Strong	Primary	100	Strong
b. Provide input for vocational education legislation	100	Strong	Shared	67	Strong
c. Develop professional relationships with other administrators	100	Strong	Primary	100	Strong
d. Develop professional relationships with state agencies	100	Strong	Primary	92	Strong
e. Use cooperative decision-making methods	100	Strong	Primary	92	Strong
f. Plan and evaluate with objective methods	100	Strong	Primary	100	Strong
g. Represent vocational education to agencies, groups, and others	100	Strong	Primary	100	Strong
h. Maintain ethical standards	100	Strong	Primary	100	Strong
i. Maintain professional conduct and appearance	100	Strong	Primary	100	Strong
j. Identify problems, select alternatives, and make decisions	100	Strong	Primary	100	Strong
2. Professional development, to include:					
a. Implement a personal professional growth plan	100	Strong	Primary	100	Strong
b. Evaluate personal professional growth outcomes	100	Strong	Primary	100	Strong
c. Develop effective human relations skills	100	Strong	Primary	100	Strong
d. Know vocational materials, developments, and legislations	100	Strong	Primary	100	Strong
3. Professional attitude, to include:					
a. Concern with improving the conditions of life for others	100	Strong	Primary	100	Strong
b. Believe that helping others to achieve goals is important	100	Strong	Primary	100	Strong
c. Open to ideas of others	100	Strong	Primary	100	Strong
d. Involve key persons in the decision-making process	100	Strong	Primary	100	Strong
e. Will arbitrate conflict	100	Strong	Primary	92	Strong
f. Will compromise	100	Strong	Primary	92	Strong
g. Will assimilate life style into job	100	Strong	Primary	100	Strong
h. Use capabilities of others in areas of their interest	100	Strong	Primary	100	Strong
i. Use all resources to achieve objectives effectively	100	Strong	Primary	100	Strong
j. Accept accountability for vocational education	100	Strong	Primary	100	Strong

TABLE 30. Tasks Deleted From the Original List of Administrative Tasks by the Supervisor Subpopulation.

Section I - Business and Financial Management
1a. Personnel salaries
Section II - Facilities and Equipment
1h. Analyze and accept building bids
2f. Direct a building security program
2g. Direct a grounds maintenance program
2p. Secure leased and rented facilities.
Section IV - Instructional Management
2g. Direct student transportation
Section VI - Personnel Management
2a. Participate in professional negotiations
2b. Direct personnel grievance procedures
2f. Negotiate personnel work loads
2g. Negotiate personnel over-loads
2i. Approve and schedule personnel leaves, vacations, etc.
2j. Maintain a personnel record/file system
2p. Provide a personnel handbook.

On the first round of the survey, the supervisors were given an opportunity to add administrative tasks to the tasks listed on the questionnaire which they felt had been omitted from the original list. The supervisor subpopulation added three tasks to the original 203 administrative tasks which in their opinion a local director should perform. Table 31 relates these tasks. These three tasks appeared on the second round of the questionnaire for the supervisors to respond to.

TABLE 31. Tasks Which the Supervisor Subpopulation Added to the Original Administrative Tasks Listed on the Questionnaire That Should Be the Tasks of a Local Director.

Section II - Facilities and Equipment
1k. Serve on school facility advisory committee
2o. Administer energy audits for facilities
Section IV - Instructional Management
3k. Know vocational curriculum

Responsibility Mode Agreement of Supervisor Subpopulation

The tabulation of the way the supervisors perceived the responsibility mode for each task is presented in a table for each of the eight sections comprising the total role tasks. In the tables, the tasks of the function are listed in rank order of high to low responsibility mode, and by strong or moderate agreement of the subpopulation.

Section I - Business and Financial Management. There was strong agreement about the responsibility mode for task completion in 20 of the 23 tasks in Section I. Six of the 23 tasks were rated as primary responsibilty, 15 as singular responsibility, and two as shared. Table 32 displays this information.

TABLE 32. Tasks Related by Supervisors and Grouped by Responsibility Mode for the Business and Financial Management Function.

Item Number	Task	Responsibility Mode	Responsibility Level of Agreement
4a	Direct practices and records for audits	Primary	Strong
4b	Direct procedures for student accounting	Primary	Strong
4c	Analyze program operation costs	Primary	Strong
4e	Provide budget information to staff	Primary	Strong
2b	Allocate appropriations/funds within the institution	Primary	Moderate
2e	Regulate spending patterns for programs	Primary	Moderate
1a	Fixed costs	Singular	Strong
1b	Support costs	Singular	Strong
1c	Facility costs	Singular	Strong
1d	Capital	Singular	Strong
1e	Supplies	Singular	Strong
1f	Written narrative information	Singular	Strong
1g	Presentation of requests to appropriate committees	Singular	Strong
2a	Allocate appropriations/funds within the institution	Singular	Strong
2c	Allocate appropriations/funds for programs	Singular	Strong
2d	Approve expenditures for programs	Singular	Strong
3a	Recommend changes in financial policies	Singular	Strong
3b	Direct financial procedures and practices	Singular	Strong
3c	Evaluate and change financial procedures and practices	Singular	Strong
4f	Provide budget information to the community	Singular	Strong

TABLE 32. (continued)

Item Number	Task	Responsibility	
		Mode	Level of Agreement
4d	Prepare long-range budget plans	Singular	Moderate
4g	Determine insurance needs and costs	Shared	Strong
4h	Locate alternative sources of funding	Shared	Strong

Section II - Facilities and Equipment. There was strong agreement about the responsibility mode for task completion in 24 of the 26 tasks in Section II. Five tasks were rated as primary responsibility, and 21 were rated as shared. Table 33 shows this information.

TABLE 33. Tasks Related by Supervisors and Grouped by Responsibility Mode for the Facilities and Equipment Function.

Item Number	Task	Responsibility	
		Mode	Level of Agreement
2a	Direct use of facility for programs	Primary	Strong
2b	Direct an equipment/supply inventory system	Primary	Strong
2d	Direct a maintenance/repair program for program equipment	Primary	Strong
2f	Direct procedures and practices for safety in programs	Primary	Strong
2l	Prepare long-range equipment plans for programs	Primary	Moderate
1a	Conduct facility needs assessment	Shared	Strong
1b	Conduct facility feasibility assessments	Shared	Strong
1c	Prepare specifications for new facilities	Shared	Strong
1d	Prepare specifications for facility additions	Shared	Strong
1e	Prepare specifications for facility changes	Shared	Strong
1f	Recommend building sites	Shared	Strong
1g	Oversee architectural planning	Shared	Strong
1h	Analyze and accept equipment bids for programs	Shared	Strong
1i	Purchase new equipment and furnishings for programs	Shared	Strong

TABLE 33. (continued)

Item Number	Task	Responsibility Mode	Responsibility Level of Agreement
1k	Serve on school facility advisory committee	Shared	Strong
2c	Direct a maintenance/repair program for facilities	Shared	Strong
2e	Dispose of equipment and furnishings for programs	Shared	Strong
2g	Analyze accidents for improvement of safety procedures	Shared	Strong
2h	Direct procedures for emergencies	Shared	Strong
2i	Schedule public use of facilities	Shared	Strong
2j	Evaluate facility operation	Shared	Strong
2k	Prepare long-range facility plans for programs	Shared	Strong
2m	Insure conservation of energy in facilities	Shared	Strong
2n	Recommend changes in facility policies	Shared	Strong
2o	Administer energy audits for facilities	Shared	Strong
1j	Determine that all legal/extra-legal rules are met	Shared	Moderate

Section III - Program Planning, Development, and Evaluation. Table 34 shows the perceptions of the supervisors concerning the responsibility mode needed for the tasks in the function of program planning, development, and evaluation. There was strong agreement about the responsibility mode for task completion in 24 of the 27 tasks in Section III. Twenty tasks were rated as primary responsibility, and seven were rated as shared.

TABLE 34. Tasks Related by Supervisors and Grouped by Responsibility Mode for the Program Planning, Development, and Evaluation Function.

Item Number	Task	Responsibility Mode	Responsibility Level of Agreement
1a	Direct business/industry need assessments for programs	Primary	Strong
1c	Evaluate local, state, and national manpower needs data	Primary	Strong
1d	Direct use of occupational tasks analysis studies	Primary	Strong

TABLE 34. (continued)

Item Number	Task	Responsibility Mode	Responsibility Level of Agreement
1e	Use community business/industry persons in planning	Primary	Strong
1f	Use state office personnel in planning	Primary	Strong
2a	Direct identification of job entry tasks	Primary	Strong
2f	Insure application of all regulations to program design	Primary	Strong
2g	Insure application of other legislature rules (CETA, etc.)	Primary	Strong
2h	Utilize state office and other personnel in program design	Primary	Strong
2i	Direct program procedures and practices	Primary	Strong
2l	Present program proposals to governing agencies	Primary	Strong
3a	Direct program evaluation procedures and practices	Primary	Strong
3d	Direct employer follow up	Primary	Strong
3e	Utilize state office and other personnel for evaluation	Primary	Strong
3f	Direct research for program revision	Primary	Strong
3g	Present program revision/closure proposals	Primary	Strong
3h	Recommend changes in program policies	Primary	Strong
2k	Direct program proposals	Primary	Moderate
2m	Locate sources of operational funding	Primary	Moderate
3b	Determine program effectiveness based on objectives	Primary	Moderate
1b	Direct student interest assessments for programs	Shared	Strong
2b	Direct curriculum design	Shared	Strong
2c	Direct selection of instructional materials	Shared	Strong
2d	Determine program equipment/ furnishing needs	Shared	Strong
2e	Determine program facility needs	Shared	Strong
2j	Determine student selection criteria	Shared	Strong
3c	Direct student placement and follow up	Shared	Strong

Section IV - Instructional Management. There was strong agreement about the responsibility mode for task completion in 28 of the 31 tasks in Section IV. Ten tasks were rated as primary responsibility, five as singular, 11 as shared, four as assigned, and one rated equally as primary and shared. Table 35 reports this information.

TABLE 35. Tasks Related by Supervisors and Grouped by Responsibility Mode for the Instructional Management Function.

Item Number	Task	Responsibility Mode	Responsibility Level of Agreement
1e	Insure adherence to FTE guidelines	Primary	Strong
1f	Direct procedures for program accountability	Primary	Strong
2b	Promote use of program advisory committees	Primary	Strong
2i	Direct evening adult vocational education programs	Primary	Strong
2l	Promote the elimination of sexual bias	Primary	Strong
2m	Insure adherence to copyright laws	Primary	Strong
3a	Coordinate programs within institutional objectives	Primary	Strong
3i	Serve as liaison between outside agencies and personnel	Primary	Strong
3k	Know vocational curriculum	Primary	Strong
3g	Direct recordkeeping procedures	Primary	Moderate
1g	Direct program articulation	Singular	Strong
2c	Direct supplemental/remedial support programs	Singular	Strong
2g	Determine minimum/maximum class enrollments	Singualr	Strong
2h	Direct out-of-sequence classes as needed	Singular	Strong
3h	Visit classrooms/shops during class time	Singular	Moderate
1c	Direct student rules of conduct and behavior	Shared	Strong
1d	Direct student graduation criteria	Shared	Strong
2a	Direct validation of curriculum and revisions	Shared	Strong
2f	Direct and promote cooperative education programs	Shared	Strong
2j	Provide special needs for ethnic minorites	Shared	Strong
2k	Provide special needs for handicapped/ disadvantaged	Shared	Strong
3b	Direct preparation of class schedules	Shared	Strong
3d	Direct selection of instructional materials	Shared	Strong
3f	Direct a student learning resource center	Shared	Strong
3j	Recommend changes in instructional policies	Shared	Strong

TABLE 35. (continued)

Item Number	Task	Responsibility Mode	Responsibility Level of Agreement
1a	Direct student testing and grading practices	Assigned	Strong
1b	Direct student records procedures	Assigned	Strong
2d	Direct and promote youth group/club activities	Assigned	Strong
2e	Direct and promote student field trips	Assigned	Strong
3e	Provide guidance in the selection of instructional strategies	Shared & Primary	Moderate

Section V - Student Services. There was strong agreement about the responsibility mode for task completion in 16 of the 17 tasks in Section V. In Table 36, four tasks are shown as singular responsibility, 11 as shared, and two as assigned.

TABLE 36. Tasks Related by Supervisors and Grouped by Responsibility Mode for the Student Services Function.

Item Number	Task	Responsibility Mode	Responsibility Level of Agreement
2b	Insure adherence to student records privacy act	Singular	Strong
2c	Direct procedures to insure student safety and health	Singular	Strong
2d	Direct procedures to hear student grievances	Singular	Strong
3a	Administer a job development program	Singular	Strong
1a	Administer student recruitment	Shared	Strong
1b	Administer student selection	Shared	Strong
1c	Administer student admissions	Shared	Strong
1d	Administer student orientation	Shared	Strong
1e	Administer student financial aid program	Shared	Strong
1f	Administer student work study programs	Shared	Strong
1g	Administer the provision of guidance and testing	Shared	Strong
1h	Administer procedures for student records	Shared	Strong
3b	Administer a job placement program	Shared	Strong

TABLE 36. (continued)

Item Number	Task	Responsibility Mode	Responsibility Level of Agreement
3e	Recommend changes in student services policies	Shared	Strong
3c	Administer an exit interview for drop-outs and graduates	Assigned	Strong
2a	Provide a student handbook	Assigned	Moderate

Section VI - Personnel Management. In this function, there was strong agreement about the responsibility mode for task completion in 21 of the 24 tasks. Table 37 shows nine tasks were rated as singular responsibility and 15 as shared.

TABLE 37. Tasks Related by Supervisors and Grouped by Responsibility Mode for the Personnel Management Function.

Item Number	Task	Responsibility Mode	Responsibility Level of Agreement
1g	Maintain affirmative action in hiring procedures	Singular	Strong
2b	Direct personnel in credential/ certificate/license processes	Singular	Strong
2f	Counsel personnel on professional matters	Singular	Strong
2g	Conduct personnel meetings	Singular	Strong
2h	Prepare personnel memos	Singular	Strong
3d	Approve professional travel for personnel	Singular	Strong
1f	Implement manpower studies of personnel	Singular	Moderate
1h	Recommend personnel for employment	Singular	Moderate
2e	Recommend personnel renewals, non-renewals, etc.	Singular	Moderate
1a	Recruit personnel	Shared	Strong
1b	Select personnel	Shared	Strong
1c	Induct personnel	Shared	Strong
1d	Prepare personnel job descriptions/ specifications	Shared	Strong
1e	Interpret benefit program to personnel	Shared	Strong

TABLE 37. (continued)

Item Number	Task	Responsibility Mode	Responsibility Level of Agreement
2a	Participate in personnel grievance resolutions	Shared	Strong
2c	Direct a personnel evaluation program	Shared	Strong
2d	Supervise assigned classified staff	Shared	Strong
2i	Direct committee work	Shared	Strong
3a	Provide a personnel learning resource center	Shared	Strong
3b	Direct professional development for personnel	Shared	Strong
3c	Provide personnel inservice training	Shared	Strong
3e	Encourage personnel to join professional organizations	Shared	Strong
3f	Evaluate personnel procedures and practices	Shared	Strong
3g	Recommend changes in personnel policies	Shared	Strong

Section VII - Community-School Relations. Table 38 reports there was strong agreement about the responsibility mode for task completion in 20 of the 21 tasks in Section VII. Eleven tasks were rated as primary responsibility and ten as shared.

TABLE 38. Tasks Related by Supervisors and Grouped by Responsibility Mode for the Community-School Relations Function.

Item Number	Task	Responsibility Mode	Responsibility Level of Agreement
1a	Promote use of program advisory committees	Primary	Strong
1b	Participate in program advisory committees	Primary	Strong
1c	Promote the local advisory council for vocational education	Primary	Strong
1d	Participate in appropriate community groups and councils	Primary	Strong
1e	Interact with community service organizations	Primary	Strong
2a	Support cooperative relationships between all school personnel	Primary	Strong
2b	Support cooperative relationships among vocational personnel	Primary	Strong

TABLE 38. (continued)

Item Number	Task	Responsibility	
		Mode	Level of Agreement
2c	Participate in shared governance processes	Primary	Strong
3c	Present speeches about vocational education to groups	Primary	Strong
3e	Prepare all vocational information in catalogs	Primary	Strong
2e	Develop cooperative arrangements with kindred agencies	Primary	Moderate
1f	Direct a recognition program for students and others	Shared	Strong
1g	Meet with visitors	Shared	Strong
1h	Evaluate and recommend changes in community relations policies	Shared	Strong
2d	Participate in school community functions	Shared	Strong
2f	Evaluate and recommend changes in school relations policies	Shared	Strong
3a	Approve news releases about vocational matters to media	Shared	Strong
3b	Direct open houses and public displays	Shared	Strong
3d	Prepare bulletins, flyers, and brochures about programs	Shared	Strong
3f	Visit with business and industry groups	Shared	Strong
3g	Evaluate and recommend changes in public relations policies	Shared	Strong

Section VIII - Professional Relations. As Table 39 shows, there was strong agreement about the responsibility mode for task completion of all 24 of the tasks in Section VIII. Twenty-three tasks were rated as primary responsibility and one as shared.

TABLE 39. Tasks Related by Supervisors and Grouped by Responsibility Mode for the Professional Relations Function.

Item Number	Task	Responsibility	
		Mode	Level of Agreement
1a	Participate in professional organizations	Primary	Strong
1c	Develop professional relationships with other administrators	Primary	Strong
1d	Develop professional relationships with state agencies	Primary	Strong
1e	Use cooperative decision-making methods	Primary	Strong
1f	Plan and evaluate with objective methods	Primary	Strong
1g	Represent vocational education to agencies, groups, and others	Primary	Strong
1h	Maintain ethical standards	Primary	Strong
1i	Maintain professional conduct and appearance	Primary	Strong
1j	Identify problems, select alternatives, and make decisions	Primary	Strong
2a	Implement a personal professional growth plan	Primary	Strong
2b	Evaluate personal professional growth outcomes	Primary	Strong
2c	Develop effective human relations skills	Primary	Strong
2d	Know vocational materials, developments, and legislations	Primary	Strong
3a	Concern with improving the conditions of life for others	Primary	Strong
3b	Believe that helping others to achieve goals is important	Primary	Strong
3c	Open to ideas of others	Primary	Strong
3d	Involve key persons in the decision-making process	Primary	Strong
3e	Will arbitrate conflict	Primary	Strong
3f	Will compormise	Primary	Strong
3g	Will assimilate life style into job	Primary	Strong
3h	Use capabilities of others in areas of their interest	Primary	Strong
3i	Use all resources to achieve objectives effectively	Primary	Strong
3j	Accept accountability for vocational education	Primary	Strong
1b	Provide input for vocational education legislation	Shared	Strong

Summary of the Supervisor Findings

In summarizing the data regarding the views of the supervisor subpopulation as to how he/she perceived that the responsibilities for administrative tasks should be, the following conclusions have been made:

1. One hundred seventy-seven tasks had strong agreement (67 percent or more)
2. Sixteen tasks had moderate agreement (less than 67 percent).

This was strong agreement on 92 percent of all tasks in the supervisor subpopulation.

Further, of the 177 tasks that had strong agreement, the local directors should complete:

1. Thirty-eight percent of all tasks as primary responsibility
2. Sixteen percent of all tasks as singular responsibility
3. Forty-three percent of all tasks as shared responsibility
4. Three percent of all tasks as assigned responsibility.

Table 40 summarizes the rating for all 193 tasks contained in the supervisor portion of this study. The supervisor subpopulation perceived the primary and shared responsibility mode as very similar. When the primary and singular categories were grouped together, this clearly showed that the supervisor viewed the local director's administrative tasks as one of primary responsibility. This analysis was different than what the data indicated by the local director subpopulation. Their data revealed that they perceived their tasks should be of shared responsibility mode.

TABLE 40. Responsibility Mode Agreement Summary of the Supervisor Subpopulation as They Viewed the Administrative Tasks of the Local Director.

Responsibility Mode	Agreement	Number of Tasks	
Primary Responsibility	Strong	67	
Primary Responsibility	Moderate	8	
			75
Singular Responsibility	Strong	28	
Singular Responsibility	Moderate	5	
			33
Shared Responsibility	Strong	77	
Shared Responsibility	Moderate	1	
			78
Assigned Responsibility	Strong	5	
Assigned Responsibility	Moderate	1	
			6
Shared and Primary Responsibility	Moderate	1	
			1
			193

Minority Opinion of the Supervisor Subpopulation

An opportunity was given for the supervisor subpopulation to state their opinion as to the administrative task items listed and the total percentages that were recorded on the second questionnaire. The supervisors did not provide any opinions.

POSITION GUIDE

Introduction

Another objective of this study was to develop a position guide for the local director in the secondary school district.

This study used the format of "position guides" in order to meet this objective. A position guide is made up of two parts. The first part contains the position specifications, and the second part contains the personal qualifications.

Position Specifications

A brief description of the elements contained in the position specifications of a position guide are:

1. Position title -- as stated in the district organizational chart
2. Primary function -- a general statement of the mission of the position
3. Major responsibilities -- a general statement of the goals of the position that describes broad activities and areas of function
4. Key duties -- specific statements that expand upon the major responsibilities
5. Organization relationships -- describe supervisory, coordinative, and other relationships that occur in the position's functions.
6. Areas of authority -- describe the authority to initiate, control, and complete various key duties and areas of function
7. Performance expectations -- define the various parameters upon which the performance of the primary function, major responsibilities, and key duties are evaluated.

Personal Qualifications

Elements contained in the personal qualifications section of the position guide are:

1. Education -- minimum education or training requirements
2. Experience -- minimum work experience in terms of length and type
3. Credential -- the type of license, certificate, or credential as issued by the regulating body
4. Required knowledge, skills, and abilities -- a list of general statements that outline the body of expertise required in the position

Development Rationale

In order to translate the large list of tasks and modes of responsibilities for task completion that were generated in this study into elements contained in a position guide, several rationales were used:

1. The eight functional task clusters that were used in the questionnaire were used as a framework to develop the responsibilities, key duties, areas of authority, and performance expectations.
2. An analysis of the verbs contained in the task statements in the questionnaires revealed over 40 different usages. The verbs were classified into the following categories:
   a. Administer
   b. Supervise
   c. Direct
   d. Prepare
   e. Evaluate.

   This classification gave a framework from which to analyze and express each function cluster.
3. The modes of responsibility for task completion were redefined as:
   a. Primary or delegated responsibility (response 4 or 5 on the questionnaire) -- in singular activity
   b. Delegated responsibility that is shared with others (response 3 on the questionnaire) -- in coordination with others
   c. Delegated responsibility that he/she assigns to others (response 2 on the questionnaire) -- in supervision of others.

   This classification gave a framework to analyze each function.

Within the position specifications portion of a position guide, the key duties section is the most definitive statement about the activities performed. In order to give key duty statements a maximum utility, each statement was constructed with two components. The first component is labeled the "responsibility mode qualifier" and describes the modes of responsibility employed for task completion.

An analysis of the functional task clusters revealed that more than one responsibility relationship often existed in the many tasks of each cluster. Therefore, the beginning phase of each key duty statement contains one or two responsibility mode qualifiers. When more than one of these qualifiers are given, they are presented in descending order according to the frequency of occurrence in that task cluster. For example, "in singular activity and in supervision of others" indicates that the local director should complete a majority of the tasks in that functional cluster as primary or delegated responsibilities (response 4 or 5 on the questionnaire), and the remaining tasks should be completed by assignment to others (response 2 on the questionnaire).

The second component of the key duty statement is labeled the "activity qualifiers" and describes the general type of task category (see definitions in number 2 above).

An analysis of the functional task clusters revealed that several of the activity qualifier verbs occurred in each cluster. Therefore, the second section of each key duty statement contains several activity qualifiers. The activity qualifiers are also presented in their descending order of frequency occurrence in that task cluster.

POSITION GUIDE

Part A: Position Specifications

Position Title: Local Director of Vocational Education, Secondary School District

Primary Function: To provide leadership, supervision, and administration of vocational education.

Major Responsibilities: Responsible for the supervision and administration of vocational education finances, facilities, programs, instruction, students, personnel, community/school relations, and professional relations.

Key Duties:

Business and Financial Management -- In singular activity--prepare, administer, direct, supervise, and evaluate vocational education budget processes.

Facilities and Equipment -- In coordination with others and/or in singular activity--administer, direct, prepare, supervise, and evaluate vocational education facilities and equipment.

Program Planning, Development, and Evaluation -- In singular activity--direct, administer, supervise, and evaluate vocational education programs.

Instructional Management -- In coordination with others and/or in singular activity--direct, supervise, and administer the delivery of vocational education instruction.

Student Services -- In coordination with others--administer, direct, supervise, and evaluate vocational education student services.

Personnel Management -- In coordination with others--supervise, administer, direct, prepare, and evaluate vocational education personnel processes.

Community-School Relations -- In singular activity--supervise, evaluate, prepare, administer, and direct vocational education community and school relations.

Professional Relations -- In singular activity--supervise, administer, and evaluate vocational education professional relations.

Organizational Relationships:

1. Is under the general direction of his/her superintendent, assistant superintendent, or director of secondary or special programs.
2. Coordinates with appropriate school personnel, agencies, and groups.
3. Supervises and directs through line and staff relationships all faculty and staff within the vocational education programs
4. Consults with appropriate personnel in other agencies.
5. Administers the vocational education programs in relationship to the stated mission and goals of the school district.

Areas of Authority

	Area	Authority
1.	Administer and supervise budgetary functions.	Full
2.	Administer and supervise facilities.	Full
3.	Administer and supervise programs and personnel.	Full
4.	Administer and supervise student services and community-school relations.	Full
5.	Implement procedures.	Full
6.	Recommend policy changes.	Full

Performance Expectations: Performance will be considered satisfactory according to:

1. The efficient and effective use of financial resources
2. The efficient and effective use of facilities and equipment
3. The efficient and effective design of programs
4. The efficient and effective delivery of programs
5. The efficient and effective delivery of student services
6. The efficient and effective supervision of personnel
7. The efficient and effective establishment of community-school relations
8. The efficient and effective maintenance of professional skills and relations.

Part B: Personal Qualifications

Education: An approved masters degree in vocational education.

Experience: Five years of vocationally reimbursed experience, three of which must be in approved vocational service areas.

Credential: Must have or qualify to have a local director of vocational education credential as issued by the State Board of Community Colleges and Occupational Education.

Required Knowledge, Skills, and Abilities:

1. A thorough knowledge of the philosophy and mission of a local school district.
2. A thorough knowledge of vocational philosophy, principles, and practices.
3. A thorough knowledge of educational methods, techniques, and systems.
4. A thorough knowledge of administrative and supervisory philosophy, principles, and practices.
5. A thorough knowledge of administrative and supervisory methods, techniques, and systems.
6. The skills of written and oral communications.
7. The skills of administrative and supervisory processes.
8. The ability to develop positive professional relationships with others.
9. The ability to coordinate and cooperatively complete tasks with others.
10. The ability to develop and maintain professional knowledge, skills, and abilities.

RECOMMENDATIONS

Introduction

The purpose of this study was to determine the perceptions of what should be the tasks and responsibility roles of the local director of vocational education in various secondary school districts and to produce job descriptions and job specifications for these local directors.

The task listings, responsibility mode relationship listings, and position guides illustrated earlier in this report are the products of this study.

These products may have several uses.

Possible Uses of Study Outcomes

The State Board for Community Colleges and Occupational Education should use the data from this study as a basis for adopting a position guide for local directors. This guide should be flexible so as to meet the range of local conditions found in Colorado.

The State Board for Community Colleges and Occupational Education should lead in the development of a more definitive role for local directors within the local district school system. The State Board for Community Colleges and Occupational Education must make local districts aware of the potential leadership and service which a qualified local vocational director can bring to the district. The local district must be helped to understand that this potential of the local director can only be achieved by proper structuring of the position of the local director in the total organizational structure of the district.

The State Board for Community Colleges and Occupational Education should review the credentialing requirements of a local director, in light of the administrative task identification and responsibility mode determinations made by this study. Preservice, inservice, and internship factors should relate directly to the role and responsibilities of the local director.

Vocational teacher training institutions should review the curriculum they offer in administration preparation programs in light of the role and responsibilities of the local director identified by this study. The staff relationships in which the local director operates must be considered in planning preservice and inservice administrator development programs.

The State Board for Community Colleges and Occupational Education, the Department of Vocational Education at Colorado State University, and

the local districts should work together to utilize available internship programs for local directors. The number and complexity of the administrative tasks faced by local directors constitutes a greater need than a "classroom" program can satisfy.

Local districts should use the position guide as a help in establishing a position for a local vocational director. The guide should also be used as management plans are developed by local directors and their immediate supervisors, and in the evaluation of job performance of local directors.

Supervisors of local directors should use the findings of this study as a tool for examining the administrative practices they are currently using. The listing of tasks and responsibility modes should be helpful in thinking through the potential assistance they could receive from the local director, should indicate reasonable expectations of performance, and should identify the types of administrative support that the local director needs in that desired performance.

The State Board for Community Colleges and Occupational Education and the Colorado Department of Education should communicate their perceptions of the problem addressed by this study, and mutually devise strategies that will result in a more productive, well identified, and stable role for the local director.

The local director should assume more responsibility for the total vocational program in their district, and should perform those responsibilities with more initiative, perseverance, and human relations skills.

The State Board for Community Colleges and Occupational Education should conduct a study to determine how, and how effectively, the responsibilities of the local director are carried out in districts which do not have a local director of vocational education. The responsibilities of the SBCCOE, to the present and potential vocational students, which demand that help be provided in improving the role of the local director, is just that much more critical in districts without leadership of a local director.

Additional research is needed to substantiate and expand the understandings developed by this study about the responsibility modes appropriate for administrative tasks to accomplish vocational program objectives. While it seems the tasks have been well identified, the most efficient and effective way of implementing those administrative tasks in line and staff position relationships is not clear.

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APPENDICES

APPENDIX A

Advisory Committee, Letter, and Agenda

ADVISORY COMMITTEE MEMBERS
Administrative Tasks Performed
by Local Vocational Directors
of Comprehensive High Schools in Colorado

Members

Dr. H. Earl Bowick	Larimer County BOCS P. O. Box 2397 Fort Collins, CO 80522
Mr. James C. Hall	Morgan Community College 300 Main Street Fort Morgan, CO 80701
Mr. Phill Peters	Central Arkansas Valley Occupational Center Otero Junior College La Junta, CO 81050
Paul Foster	Western Regional Planner SBCCOE 207 State Services Building Denver, CO 80203
Mr. James Roorda	Northeastern Regional Planner SBCCOE 207 State Services Building Denver, CO 80203
Dr. Curt Phillips	Pueblo City School District #60 P. O. Box 575 Pueblo, CO 81002
Mr. Russ Blackman	Department of Vocational Education Colorado State University Fort Collins, CO 80523
Mrs. Joan Smith	Westminster School District 50 4476 West 68th Avenue Westminster, CO 80030
Dr. Stanley Lancaster	Boulder Valley Voc-Tech Center 6600 East Arapahoe Road Boulder, CO 80301

January 11, 1980

Dear Advisory Committee Member:

We are pleased you are willing to serve as a member on the Advisory Committee for the project, "Role Clarification and the Determination of the Responsibilities for Administrative Tasks Performed by Local Vocational Directors of Comprehensive High Schools in Colorado."

The first meeting of the Advisory Committee will be held at the Community College of Denver-North Campus (3645 West 112th Avenue), Room B0405, in Westminster on January 17th from 9:30 a.m. until 2:00 p.m. A copy of the project abstract and the agenda has been included for your information.

You will be our guest for lunch; however, because of our tight budget, we will not be able to reimburse you for your travel.

If you have additional questions, please feel free to contact either of the Co-Directors.

Sincerely,

Ivan E. Valentine

Dr. Ivan E. Valentine
Project Co-Director

Earl Bowick

Dr. H. Earl Bowick
Project Co-Director

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Enclosures

ADVISORY COMMITTEE MEETING AGENDA

Role Clarification and the Determination
of the Responsibilities
for Administrative Tasks Performed
by Local Vocational Directors
of Comprehensive High Schools in Colorado
(Phase II)

Community College of Denver
North Campus
3645 West 112th Avenue
Room B0405
Westminster, CO 80030

January 17, 1980
9:30 a.m. - 2:00 p.m.

9:30 - 10:00	Orientation to New Project
10:00 - 10:30	Review of Last Year's Project
10:30 - 11:30	Discuss Data Collection Techniques and Review of Population
11:30 - 1:00	Lunch
1:00 - 1:30	Other Data Needed
1:30 - 2:00	Closing Comments

APPENDIX B

First-Round Questionnaire

TASKS OF A LOCAL DIRECTOR

INSTRUCTIONS:

1. Rate each task with an "X" in terms of responsibility for task completion that should be held by the local director of vocational education in your institution.
2. All tasks must be rated.
3. Read carefully the five-point scale listed below before rating the tasks.
4. You may wish to use a straight-edge in order to keep the tasks and your responses in line.
5. On the lines marked "other," you may add tasks that you believe have been omitted.
6. Return the completed questionnaire in the enclosed envelope by February 6, 1980.
7. If you have any questions, call at 491-5758.
8. The definitions for the five-point scale are:

1. SHOULD HAVE NO RESPONSIBILITY -- Should have no responsibility for task completion, but may provide data or input to others that do.
2. SHOULD HAVE DELEGATED RESPONSIBILITY THAT HE/SHE ASSIGNS TO OTHERS -- Should have delegated responsibility that is accountable to a higher administrator, but assigns the responsibility of task completion to others, such as assistants, instructors, etc.
3. SHOULD HAVE DELEGATED RESPONSIBILITY THAT IS SHARED WITH OTHERS -- Should have delegated responsibility that is jointly, along with others, accountable to a higher administrator for task completion.
4. SHOULD HAVE DELEGATED RESPONSIBILITY -- Should have delegated responsibility that is accountable to a higher administrator for task completion.
5. SHOULD HAVE PRIMARY RESPONSIBILITY -- Should have primary or final responsibility that is accountable only to governing boards or councils for task completion.

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Business & Financial Management					
1. Prepare general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. Personnel salaries					
b. Fixed costs					
c. Support costs					
d. Facility costs					
e. Capital					
f. Supplies					
g. Written narrative information					
h. Presentation of requests to appropriate committees					
Other: _____					
2. Administer general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. Allocate appropriations/funds within the institution					
b. Review budget requests with program personnel					
c. Allocate appropriations/funds for programs					
d. Approve expenditures for programs					
e. Regulate spending patterns for programs					
Other: _____					
3. Financial policy for vocational education, to include:					
a. Recommend changes in financial policies					
b. Direct financial procedures and practices					
c. Evaluate and change financial procedures and practices					
Other: _____					
4. Financial operation for vocational education, to include:					
a. Direct practices and records for audits					
b. Direct procedures for student accounting					
c. Analyze program operation costs					
d. Prepare long-range budget plans					
e. Provide budget information to staff					
f. Provide budget information to the community					
g. Determine insurance needs and costs					
h. Locate alternative sources of funding					
Other: _____					

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Facilities & Equipment					
1. Facility development for vocational education, to include:					
a. Conduct facility needs assessment					
b. Conduct facility feasibility assessments					
c. Prepare specifications for new facilities					
d. Prepare specifications for facility additions					
e. Prepare specifications for facility changes					
f. Recommend building sites					
g. Oversee architectural planning					
h. Analyze and accept building bids					
i. Analyze and accept equipment bids for programs					
j. Purchase new equipment and furnishings for programs					
k. Determine that all legal/extra-legal rules are met					
Other: _____					
2. Facility operation for vocational education, to include:					
a. Direct use of facility for programs					
b. Direct an equipment/supply inventory system					
c. Direct a maintenance/repair program for facilities					
d. Direct a maintenance/repair program for program equipment					
e. Dispose of equipment and furnishings for programs					
f. Direct a building security program					
g. Direct a grounds maintenance program					
h. Direct procedures and practices for safety in programs					
i. Analyze accidents for improvement of safety procedures					
j. Direct procedures for emergencies					
k. Schedule public use of facilities					
l. Evaluate facility operation					
m. Prepare long-range facility plans for programs					
n. Prepare long-range equipment plans for programs					
o. Insure conservation of energy in facilities					
p. Secure leased and rented facilities					
q. Recommend changes in facility policies					
Other: _____					
Program Planning, Development, & Evaluation					
1. Vocational program planning, to include:					
a. Direct business/industry need assessments for programs					
b. Direct student interest assessments for programs					
c. Evaluate local, state, and national manpower needs data					
d. Direct use of occupational task analysis studies					
e. Use community business/industry persons in planning					
f. Use state office personnel in planning					
Other: _____					

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
2. Vocational program development, to include:					
a. Direct identification of job entry tasks					
b. Direct curriculum design					
c. Direct selection of instructional materials					
d. Determine program equipment/furnishing needs					
e. Determine program facility needs					
f. Insure application of all regulations to program design					
g. Insure application of other legislative rules (CETA, etc.)					
h. Utilize state office and other personnel in program design					
i. Direct program procedures and practices					
j. Determine student selection criteria					
k. Direct program proposals					
l. Present program proposals to governing agencies					
m. Locate sources of operational funding					
Other: _____					
_____					
3. Vocational program evaluation, to include:					
a. Direct program evaluation procedures and practices					
b. Determine program effectiveness based on objectives					
c. Direct student placement and follow up					
d. Direct employer follow up					
e. Utilize state office and other personnel for evaluation					
f. Direct research for program revision					
g. Present program revision/closure proposals					
h. Recommend changes in program policies					
Other: _____					
_____					
Instructional Management					
1. Vocational program procedures, to include:					
a. Direct student testing and grading practices					
b. Direct student records procedures					
c. Direct student rules of conduct and behavior					
d. Direct student graduation criteria					
e. Insure adherence to FTE guidelines					
f. Direct procedures for program accountability					
g. Direct program articulation					
Other: _____					
_____					
2. Vocational program operations, to include:					
a. Direct validation of curriculum and revisions					
b. Promote use of program advisory committees					
c. Direct supplemental/remedial support programs					
d. Direct and promote youth group/club activities					
e. Direct and promote student field trips					
f. Direct and promote cooperative education programs					
g. Direct student transportation					
h. Determine minimum/maximum class enrollments					
i. Direct out-of-sequence classes as needed					
j. Direct evening adult vocational education programs					
k. Provide special needs for ethnic minorities					
l. Provide special needs for handicapped/disadvantaged					
m. Promote the elimination of sexual bias					
n. Insure adherence to copyright laws					
Other: _____					
_____					

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
3. Vocational program supervision, to include:					
a. Coordinate programs within institutional objectives					
b. Direct preparation of class schedules					
c. Direct preparation of facility usage schedules					
d. Direct selection of instructional materials					
e. Provide guidance in the selection of instructional strategies					
f. Direct a student learning resource center					
g. Direct recordkeeping procedures					
h. Visit classrooms/shops during class time					
i. Serve as liaison between outside agencies and personnel					
j. Recommend changes in instructional policies					
Other: _____					
_____					
Student Services					
1. Vocational student entrance, to include:					
a. Administer student recruitment					
b. Administer student selection					
c. Administer student admissions					
d. Administer student orientation					
e. Administer student financial aid programs					
f. Administer student work study programs					
g. Administer the provision of guidance and testing					
h. Administer procedures for student records					
Other: _____					
_____					
2. Vocational student welfare, to include:					
a. Provide a student handbook					
b. Insure adherence to student records privacy act					
c. Direct procedures to insure student safety and health					
d. Direct procedures to hear student grievances					
Other: _____					
_____					
3. Vocational student exit, to include:					
a. Administer a job development program					
b. Administer a job placement program					
c. Administer an exit interview for drop-outs and graduates					
d. Evaluate student services program					
e. Recommend changes in student services policies					
Other: _____					
_____					
Personnel Management					
1. Vocational personnel management, to include:					
a. Recruit personnel					
b. Select personnel					
c. Induct personnel					
d. Prepare personnel job descriptions/specifications					
e. Interpret benefit program to personnel					
f. Implement manpower studies of personnel					
g. Maintain affirmative action in hiring procedures					
h. Recommend personnel for employment					
Other: _____					
_____					

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
2. Vocational personnel services, to include:					
a. Participate in professional negotiations					
b. Direct personnel grievance procedures					
c. Participate in personnel grievance resolutions					
d. Direct personnel in credential/certificate/license processes					
e. Direct a personnel evaluation program					
f. Negotiate personnel work loads					
g. Negotiate personnel over-loads					
h. Supervise assigned classified staff					
i. Approve and schedule personnel leaves, vacations, etc.					
j. Maintain a personnel record/files system					
k. Recommend personnel renewals, non-renewals, etc.					
l. Counsel personnel on professional matters					
m. Conduct personnel meetings					
n. Prepare personnel memos					
o. Direct committee work					
p. Provide a personnel handbook					
Other: _____					
_____					
3. Vocational personnel development, to include:					
a. Provide a personnel learning resource center					
b. Direct professional development for personnel					
c. Provide personnel in-service training					
d. Approve professional travel for personnel					
e. Encourage personnel to join professional organizations					
f. Evaluate personnel procedures and practices					
g. Recommend changes in personnel policies					
Other: _____					
_____					
Community-School Relations					
1. Community relations, to include:					
a. Promote use of program advisory committees					
b. Participate in program advisory committees					
c. Promote the local advisory council for vocational education					
d. Participate in appropriate community groups and councils					
e. Interact with community service organizations					
f. Direct a recognition program for students and others					
g. Meet with visitors					
h. Evaluate and recommend changes in community relations policies					
Other: _____					
_____					
2. School relations, to include:					
a. Support cooperative relationships between all school personnel					
b. Support cooperative relationships among vocational personnel					
c. Participate in shared governance processes					
d. Participate in school committee functions					
e. Develop cooperative arrangements with kindred agencies					
f. Evaluate and recommend changes in school relations policies					
Other: _____					
_____					

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
3. Public relations, to include:					
a. Approve news releases about vocational matters to media					
b. Direct open houses and public displays					
c. Present speeches about vocational education to groups					
d. Prepare bulletins, flyers, and brochures about programs					
e. Prepare all vocational information in catalogs					
f. Visit with business and industry groups					
g. Evaluate and recommend changes in public relations policies					
Other: _____					
Professional Relations					
1. Professional practices, to include:					
a. Participate in professional organizations					
b. Provide input for vocational education legislation					
c. Develop professional relationships with other administrators					
d. Develop professional relationships with state agencies					
e. Use cooperative decision-making methods					
f. Plan and evaluate with objective methods					
g. Represent vocational education to agencies, groups, and others					
h. Maintain ethical standards					
i. Maintain professional conduct and appearance					
j. Identify problems, select alternatives, and make decisions					
Other: _____					
2. Professional development, to include:					
a. Implement a personal professional growth plan					
b. Evaluate personal professional growth outcomes					
c. Develop effective human relations skills					
d. Know vocational materials, developments, and legislations					
Other: _____					
3. Professional attitude, to include:					
a. Concern with improving the conditions of life for others					
b. Believe that helping others to achieve goals is important					
c. Open to ideas of others					
d. Involve key persons in the decision-making process					
e. Will arbitrate conflict					
f. Will compromise					
g. Will assimilate life style into job					
h. Use capabilities of others in areas of their interest					
i. Use all resources to achieve objectives effectively					
j. Accept accountability for vocational education					
Other: _____					

APPENDIX C

Second-Round Cover Letters and Questionnaires
for the Local Directors and Supervisors

March 5, 1980

Dear Participant:

Enclosed is the survey for round two to determine the tasks of a local director of vocational education. Thanks to you we had a 100 percent return on the first questionnaire.

Your group deleted two tasks, "Participate in professional negotiations," and "Direct personnel grievance procedures," by scoring "no responsibility" for the tasks more often than you scored the other possible ratings. However, your group added four new tasks.

You will find the percentage of scoring for round one on this questionnaire so you will know the opinions of other local directors surveyed. Please mark your rating in the box where you think a local director should have the task responsibility. The previous voting may or may not affect your response. By the end of round three, we hope to reach a consensus on most tasks.

If your second rating is different from the majority of round one, we have provided a paper, "Minority Opinions," for your opinions--if you wish to respond.

Thank you for your cooperation in this project. We would appreciate your return of this questionnaire by March 14th. Please call if you have questions or concerns (491-5758).

Sincerely,

Eleanor Knapp

Mrs. Eleanor Knapp
Researcher

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Enclosures

TASKS OF A LOCAL DIRECTOR AT THE SECONDARY SCHOOL LEVEL

ROUND 2 - LOCAL DIRECTORS

INSTRUCTIONS:

1. Rate each task with an "X" in terms of responsibility for task completion that SHOULD BE held by the local director of vocational education in your institution.
2. All tasks must be rated--rate each task only once.
3. Read carefully the five-point scale listed below before rating the tasks.
4. You may wish to use a straight-edge in order to keep the tasks and your responses in line.
5. Return the completed questionnaire in the enclosed envelope by March 14, 1980.
6. If you have any questions, call 491-5758.
7. The definitions for the five-point scale are:

1. SHOULD HAVE NO RESPONSIBILITY -- Should have no responsibility for task completion, but may provide data or input to others that do.
2. SHOULD HAVE DELEGATED RESPONSIBILITY THAT HE/SHE ASSIGNS TO OTHERS -- Should have delegated responsibility that is accountable to a higher administrator, but assigns the responsibility of task completion to others, such as assistants, instructors, etc.
3. SHOULD HAVE DELEGATED RESPONSIBILITY THAT IS SHARED WITH OTHERS -- Should have delegated responsibility that is jointly, along with others, accountable to a higher administrator for task completion.
4. SHOULD HAVE DELEGATED RESPONSIBILITY -- Should have delegated responsibility that is accountable to a higher administrator for task completion.
5. SHOULD HAVE PRIMARY RESPONSIBILITY -- Should have primary or final responsibility that is accountable only to governing boards or councils for task completion.

Total percentages do not always equal 100 due to rounding.

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Business & Financial Management					
1. Prepare general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. Personnel salaries	35	5	25	20	15
b. Fixed costs	35	10	25	15	15
c. Support costs	10	0	35	30	25
d. Facility costs	15	10	35	25	15
e. Capital	5	5	35	25	30
f. Supplies	0	5	10	40	45
g. Written narrative information	5	5	10	20	55
h. Presentation of requests to appropriate committees	5	0	25	45	25
i. Salary for extra duty assignment					
2. Administer general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. Allocate appropriations/funds within the institution	5	5	25	40	25
b. Review budget requests with program personnel	0	0	20	35	45
c. Allocate appropriations/funds for programs	0	5	20	25	50
d. Approve expenditures for programs	0	0	20	35	45
e. Regulate spending patterns for programs	0	0	20	25	55
3. Financial policy for vocational education, to include:					
a. Recommend changes in financial policies	5	0	35	40	20
b. Direct financial procedures and practices	0	5	45	30	20
c. Evaluate and change financial procedures and practices	0	0	60	25	15
4. Financial operation for vocational education, to include:					
a. Direct practices and records for audits	15	5	25	30	25
b. Direct procedures for student accounting	5	30	25	10	30
c. Analyze program operation costs	0	5	35	25	35
d. Prepare long-range budget plans	0	10	10	30	50
e. Provide budget information to staff	0	5	10	30	55
f. Provide budget information to the community	10	10	30	20	30
g. Determine insurance needs and costs	25	20	25	15	15
h. Locate alternative sources of funding	5	0	37	26	32

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Facilities & Equipment					
1. Facility development for vocational education, to include:					
a. Conduct facility needs assessment	0	0	40	20	40
b. Conduct facility feasibility assessments	0	0	50	15	35
c. Prepare specifications for new facilities	5	5	60	15	15
d. Prepare specifications for facility additions	5	5	70	10	10
e. Prepare specifications for facility changes	5	5	60	20	10
f. Recommend building sites	10	0	70	10	10
g. Oversee architectural planning	10	10	50	15	15
h. Analyze and accept building bids	35	15	35	15	0
i. Analyze and accept equipment bids for programs	20	0	30	30	20
j. Purchase new equipment and furnishings for programs	0	0	30	35	35
k. Determine that all legal/extra-legal rules are met	10	5	30	40	15
2. Facility operation for vocational education, to include:					
a. Direct use of facility for programs	0	0	45	30	25
b. Direct an equipment/supply inventory system	0	5	30	30	35
c. Direct a maintenance/repair program for facilities	5	5	35	25	30
d. Direct a maintenance/repair program for program equipment	0	5	30	30	35
e. Dispose of equipment and furnishings for programs	20	0	45	25	10
f. Direct a building security program	35	10	35	15	5
g. Direct a grounds maintenance program	50	10	25	15	0
h. Direct procedures and practices for safety in programs	0	25	35	15	25
i. Analyze accidents for improvement of safety procedures	5	20	45	10	20
j. Direct procedures for emergencies	0	20	50	15	15
k. Schedule public use of facilities	20	10	30	25	15
l. Evaluate facility operation	0	5	35	30	30
m. Prepare long-range facility plans for programs	0	5	30	20	45
n. Prepare long-range equipment plans for programs	0	10	20	20	50
o. Insure conservation of energy in facilities	20	0	55	15	10
p. Secure leased and rented facilities	15	0	45	30	10
q. Recommend changes in facility policies	0	0	53	37	11
Program Planning, Development, & Evaluation					
1. Vocational program planning, to include:					
a. Direct business/industry need assessments for programs	0	5	15	30	50
b. Direct student interest assessments for programs	0	15	50	15	20
c. Evaluate local, state, and national manpower needs data	0	5	30	25	40
d. Direct use of occupational task analysis studies	0	25	15	20	40
e. Use community business/industry persons in planning	0	0	35	25	40
f. Use state office personnel in planning	0	0	25	30	45
g. Coordinate CETA					
h. Direct adult education					

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
2. Vocational program development, to include:					
a. Direct identification of job entry tasks	0	35	45	20	0
b. Direct curriculum design	0	30	50	10	10
c. Direct selection of instructional materials	0	30	55	10	5
d. Determine program equipment/furnishing needs	0	20	50	20	10
e. Determine program facility needs	0	15	60	15	10
f. Insure application of all regulations to program design	0	5	25	35	35
g. Insure application of other legislative rules (CETA, etc.)	0	0	30	40	30
h. Utilize state office and other personnel in program design	0	0	20	35	45
i. Direct program procedures and practices	0	0	25	25	50
j. Determine student selection criteria	0	25	65	0	10
k. Direct program proposals	0	15	35	20	30
l. Present program proposals to governing agencies	0	0	15	35	50
m. Locate sources of operational funding	0	0	25	40	35
3. Vocational program evaluation, to include:					
a. Direct program evaluation procedures and practices	0	0	42	37	21
b. Determine program effectiveness based on objectives	0	0	47	16	37
c. Direct student placement and follow up	0	21	42	11	26
d. Direct employer follow up	0	26	32	16	26
e. Utilize state office and other personnel for evaluation	0	0	16	32	53
f. Direct research for program revision	0	16	16	21	47
g. Present program revision/closure proposals	0	0	21	26	53
h. Recommend changes in program policies	0	0	12	21	47
Instructional Management					
1. Vocational program procedures, to include:					
a. Direct student testing and grading practices	5	35	50	5	5
b. Direct student records procedures	10	40	35	10	5
c. Direct student rules of conduct and behavior	5	35	55	0	5
d. Direct student graduation criteria	20	25	45	5	5
e. Insure adherence to FTE guidelines	0	0	25	20	55
f. Direct procedures for program accountability	0	0	15	30	55
g. Direct program articulation	0	5	40	15	40
2. Vocational program operations, to include:					
a. Direct validation of curriculum and revisions	0	20	45	15	20
b. Promote use of program advisory committees	0	10	45	20	25
c. Direct supplemental/remedial support programs	0	10	60	5	25
d. Direct and promote youth group/club activities	0	20	60	15	5
e. Direct and promote student field trips	10	40	45	0	5
f. Direct and promote cooperative education programs	0	30	45	15	10
g. Direct student transportation	20	20	40	15	5
h. Determine minimum/maximum class enrollments	0	5	60	25	10
i. Direct out-of-sequence classes as needed	10	10	50	15	15
j. Direct evening adult vocational education programs	5	5	32	32	26
k. Provide special needs for ethnic minorities	0	5	70	15	10
l. Provide special needs for handicapped/disadvantaged	0	5	70	10	15
m. Promote the elimination of sexual bias	0	5	55	20	20
n. Insure adherence to copyright laws	5	5	60	20	10
o. Coordinate CETA					

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	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
3. Vocational program supervision, to include:					
a. Coordinate programs within institutional objectives	0	0	30	40	30
b. Direct preparation of class schedules	20	25	45	10	0
c. Direct preparation of facility usage schedules	20	20	55	0	5
d. Direct selection of instructional materials	0	25	60	10	5
e. Provide guidance in the selection of instructional strategies	5	15	50	10	20
f. Direct a student learning resource center	15	50	25	5	5
g. Direct recordkeeping procedures	15	25	15	25	20
h. Visit classrooms/shops during class time	0	5	25	10	60
i. Serve as liaison between outside agencies and personnel	0	5	20	20	55
j. Recommend changes in instructional policies	0	0	35	25	40
Student Services					
1. Vocational student entrance, to include:					
a. Administer student recruitment	15	30	45	5	5
b. Administer student selection	10	35	50	0	5
c. Administer student admissions	15	40	35	5	5
d. Administer student orientation	20	55	15	5	5
e. Administer student financial aid programs	25	40	15	15	5
f. Administer student work study programs	0	40	30	15	15
g. Administer the provision of guidance and testing	25	40	25	5	5
h. Administer procedures for student records	15	45	35	0	5
2. Vocational student welfare, to include:					
a. Provide a student handbook	15	40	30	15	0
b. Insure adherence to student records privacy act	20	15	35	25	5
c. Direct procedures to insure student safety and health	0	20	45	30	5
d. Direct procedures to hear student grievances	20	25	40	15	0
3. Vocational student exit, to include:					
a. Administer a job development program	0	30	25	20	25
b. Administer a job placement program	0	25	35	10	30
c. Administer an exit interview for drop-outs and graduates	5	5	30	5	5
d. Evaluate student services program	10	15	50	15	10
e. Recommend changes in student services policies	16	16	53	5	11
Personnel Management					
1. Vocational personnel management, to include:					
a. Recruit personnel	0	0	60	35	5
b. Select personnel	5	0	65	25	5
c. Induct personnel	15	5	50	20	10
d. Prepare personnel job descriptions/specifications	0	0	30	45	25
e. Interpret benefit program to personnel	15	20	35	25	5
f. Implement manpower studies of personnel	15	15	45	15	10
g. Maintain affirmative action in hiring procedures	20	5	45	20	10
h. Recommend personnel for employment	0	0	55	15	30

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	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
2. Vocational personnel services, to include:					
a. Participate in personnel grievance resolutions	35	10	35	20	0
b. Direct personnel in credential/certificate/license processes	0	5	20	20	55
c. Direct a personnel evaluation program	0	10	45	25	20
d. Negotiate personnel work loads	5	10	65	15	5
e. Negotiate personnel over-loads	15	10	60	10	5
f. Supervise assigned classified staff	5	20	25	30	20
g. Approve and schedule personnel leaves, vacations, etc.	25	10	35	15	15
h. Maintain a personnel record/file system	25	30	10	20	15
i. Recommend personnel renewals, non-renewals, etc.	0	5	50	25	20
j. Counsel personnel on professional matters	5	5	45	25	20
k. Conduct personnel meetings	10	20	20	30	20
l. Prepare personnel memos	10	10	20	30	30
m. Direct committee work	5	25	30	15	25
n. Provide a personnel handbook	21	21	37	11	11
3. Vocational personnel development, to include:					
a. Provide a personnel learning resource center	25	25	45	5	0
b. Direct professional development for personnel	10	15	50	25	0
c. Provide personnel in-service training	0	15	50	20	15
d. Approve professional travel for personnel	5	10	40	30	15
e. Encourage personnel to join professional organizations	0	15	30	20	35
f. Evaluate personnel procedures and practices	5	5	45	25	20
g. Recommend changes in personnel policies	5	5	50	35	5
Community-School Relations					
1. Community relations, to include:					
a. Promote use of program advisory committees	0	10	10	35	45
b. Participate in program advisory committees	0	5	50	15	30
c. Promote the local advisory council for vocational education	0	5	10	25	60
d. Participate in appropriate community groups and councils	0	5	20	25	50
e. Interact with community service organizations	0	5	40	25	30
f. Direct a recognition program for students and others	0	20	40	15	25
g. Meet with visitors	5	20	40	15	20
h. Evaluate and recommend changes in community relations policies	[illegible]	5	55	15	25
2. School relations, to include:					
a. Support cooperative relationships between all school personnel	0	0	60	15	25
b. Support cooperative relationships among vocational personnel	0	0	40	20	40
c. Participate in shared governance processes	15	0	55	20	10
d. Participate in school committee functions	5	0	70	15	10
e. Develop cooperative arrangements with kindred agencies	5	0	30	30	35
f. Evaluate and recommend changes in school relations policies	15	0	60	15	10

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
3. Public relations, to include:					
a. Approve news releases about vocational matters to media	0	25	15	25	35
b. Direct open houses and public displays	0	15	50	20	15
c. Present speeches about vocational education to groups	0	5	40	25	30
d. Prepare bulletins, flyers, and brochures about programs	0	35	40	5	20
e. Prepare all vocational information in catalogs	0	35	50	5	10
f. Visit with business and industry groups	0	0	55	15	30
g. Evaluate and recommend changes in public relations policies	0	10	50	15	25
Professional Relations					
1. Professional practices, to include:					
a. Participate in professional organizations	0	0	10	20	70
b. Provide input for vocational education legislation	0	0	25	25	50
c. Develop professional relationships with other administrators	5	0	25	20	50
d. Develop professional relationships with state agencies	0	0	10	20	70
e. Use cooperative decision-making methods	0	0	40	30	30
f. Plan and evaluate with objective methods	0	0	40	35	25
g. Represent vocational education to agencies, groups, and others	0	0	30	20	50
h. Maintain ethical standards	0	0	25	20	55
i. Maintain professional conduct and appearance	0	0	10	25	65
j. Identify problems, select alternatives, and make decisions	0	0	45	20	35
2. Professional development, to include:					
a. Implement a personal professional growth plan	0	0	25	25	50
b. Evaluate personal professional growth outcomes	5	0	50	5	40
c. Develop effective human relations skills	0	0	20	25	55
d. Know vocational materials, developments, and legislations	0	0	10	20	70
3. Professional attitude, to include:					
a. Concern with improving the conditions of life for others	0	0	50	15	35
b. Believe that helping others to achieve goals is important	0	0	45	15	40
c. Open to ideas of others	0	0	30	20	50
d. Involve key persons in the decision-making process	0	0	40	15	45
e. Will arbitrate conflict	10	5	45	20	20
f. Will compromise	5	10	50	10	25
g. Will assimilate life style into job	10	0	30	20	40
h. Use capabilities of others in areas of their interest	0	10	45	25	20
i. Use all resources to achieve objectives effectively	0	5	50	25	20
j. Accept accountability for vocational education	0	0	25	20	55

MINORITY OPINIONS

In the space below, please write any opinion you wish to express which is different from the majority of responses. These will be summarized and given to the participants as part of round three.

In writing your opinion, please give:

1. The task cluster heading, i.e., Business & Financial Management, etc.
2. The number of the sub-cluster, i.e., 1, 2, etc.
3. The alpha label of the task you are writing about, i.e., a, b, etc.

March 5, 1980

Dear Participant:

Enclosed is the survey for round two to determine the tasks of a local director of vocational education. Thanks to you we have a 100 percent return on the first questionnaire.

Your group deleted one task, "Participate in professional negotiations," by scoring "no responsibility" for the task more often than you scored the other possible ratings. However, your group added three new tasks.

You will find the percentage of scoring for round one on this questionnaire so you will know the opinions of others surveyed who directly supervise vocational education local directors. Please mark your rating in the box where you think a local director should have the task responsibility. The previous voting may or may not affect your response. By the end of round three, we hope to reach a consensus on most tasks.

If your second rating is different from the majority of round one, we have provided a paper, "Minority Opinions," for your opinions--if you wish to respond.

Thank you for your cooperation in this project. We would appreciate your return of this questionnaire by March 14th. Please call if you have questions or concerns (491-5758).

Sincerely,

Eleanor Knapp

Mrs. Eleanor Knapp
Researcher

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Enclosures

TASKS OF A LOCAL DIRECTOR AT THE SECONDARY SCHOOL LEVEL

ROUND 2 - SUPERVISORS

INSTRUCTIONS:

1. Rate each task with an "X" in terms of responsibility for task completion that SHOULD BE held by the local director of vocational education in your institution.
2. All tasks must be rated--rate each task only once.
3. Read carefully the five-point scale listed below before rating the tasks.
4. You may wish to use a straight-edge in order to keep the tasks and your responses in line.
5. Return the completed questionnaire in the enclosed envelope by March 14, 1980.
6. If you have any questions, call 491-5758.
7. The definitions for the five-point scale are:

1. SHOULD HAVE NO RESPONSIBILITY -- Should have no responsibility for task completion, but may provide data or input to others that do.
2. SHOULD HAVE DELEGATED RESPONSIBILITY THAT HE/SHE ASSIGNS TO OTHERS -- Should have delegated responsibility that is accountable to a higher administrator, but assigns the responsibility of task completion to others, such as assistants, instructors, etc.
3. SHOULD HAVE DELEGATED RESPONSIBILITY THAT IS SHARED WITH OTHERS -- Should have delegated responsibility that is jointly, along with others, accountable to a higher administrator for task completion.
4. SHOULD HAVE DELEGATED RESPONSIBILITY -- Should have delegated responsibility that is accountable to a higher administrator for task completion.
5. SHOULD HAVE PRIMARY RESPONSIBILITY -- Should have primary or final responsibility that is accountable only to governing boards or councils for task completion.

Total percentages do not always equal 100 due to rounding.

Business & Financial Management

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
1. Prepare general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. Personnel salaries	35	15	15	30	5
b. Fixed costs	35	5	5	40	15
c. Support costs	10	5	20	45	20
d. Facility costs	20	0	30	40	10
e. Capital	15	10	25	35	15
f. Supplies	5	0	15	40	40
g. Written narrative information	10	5	10	40	35
h. Presentation of requests to appropriate committees	5	5	26	32	32
2. Administer general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. Allocate appropriations/funds within the institution	15	0	25	35	25
b. Review budget requests with program personnel	0	0	25	35	40
c. Allocate appropriations/funds for programs	5	0	30	45	20
d. Approve expenditures for programs	5	0	15	40	40
e. Regulate spending patterns for programs	5	5	15	35	40
3. Financial policy for vocational education, to include:					
a. Recommend changes in financial policies	0	0	35	40	25
b. Direct financial procedures and practices	10	5	20	50	15
c. Evaluate and change financial procedures and practices	20	5	20	40	15
4. Financial operation for vocational education, to include:					
a. Direct practices and records for audits	5	5	25	30	35
b. Direct procedures for student accounting	5	5	25	25	40
c. Analyze program operation costs	0	0	30	30	40
d. Prepare long-range budget plans	0	0	20	45	35
e. Provide budget information to staff	0	5	10	35	50
f. Provide budget information to the community	10	0	10	50	30
g. Determine insurance needs and costs	25	0	35	25	15
h. Locate alternative sources of funding	10	0	35	20	35

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Facilities & Equipment					
1. Facility development for vocational education, to include:					
a. Conduct facility needs assessment	5	5	35	30	25
b. Conduct facility feasibility assessments	5	0	45	30	20
c. Prepare specifications for new facilities	5	5	50	20	20
d. Prepare specifications for facility additions	10	5	45	20	20
e. Prepare specifications for facility changes	10	5	40	20	25
f. Recommend building sites	30	5	35	20	10
g. Oversee architectural planning	25	5	40	20	10
h. Analyze and accept building bids	60	5	15	10	10
i. Analyze and accept equipment bids for programs	30	0	35	10	25
j. Purchase new equipment and furnishings for programs	10	0	35	25	30
k. Determine that all legal/extra-legal rules are met	5	0	16	37	42
l. Serve on school facility advisory committee					
2. Facility operation for vocational education, to include:					
a. Direct use of facility for programs	5	10	25	20	40
b. Direct an equipment/supply inventory system	5	0	20	25	50
c. Direct a maintenance/repair program for facilities	10	10	25	20	35
d. Direct a maintenance/repair program for program equipment	10	10	15	30	35
e. Dispose of equipment and furnishings for programs	25	0	30	15	30
f. Direct a building security program	40	5	25	10	20
g. Direct a grounds maintenance program	50	10	20	5	15
h. Direct procedures and practices for safety in programs	5	5	25	25	40
i. Analyze accidents for improvement of safety procedures	0	5	30	35	30
j. Direct procedures for emergencies	10	10	35	15	30
k. Schedule public use of facilities	25	10	15	10	40
l. Evaluate facility operation	5	5	30	40	20
m. Prepare long-range facility plans for programs	5	0	26	32	37
n. Prepare long-range equipment plans for programs	0	5	15	40	40
o. Insure conservation of energy in facilities	11	5	37	5	42
p. Secure leased and rented facilities	45	0	15	15	25
q. Recommend changes in facility policies	10	5	35	20	30
r. Administer energy audits for facilities					
Program Planning, Development, & Evaluation					
1. Vocational program planning, to include:					
a. Direct business/industry need assessments for programs	0	15	25	15	45
b. Direct student interest assessments for programs	0	20	30	25	25
c. Evaluate local, state, and national manpower needs data	0	20	15	25	40
d. Direct use of occupational task analysis studies	0	20	25	15	40
e. Use community business/industry persons in planning	0	15	30	15	40
f. Use state office personnel in planning	0	0	25	35	40

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
2. Vocational program development, to include:					
a. Direct identification of job entry tasks	0	20	20	25	35
b. Direct curriculum design	0	5	40	30	25
c. Direct selection of instructional materials	0	20	35	15	30
d. Determine program equipment/furnishing needs	0	0	56	17	28
e. Determine program facility needs	0	10	40	20	30
f. Insure application of all regulations to program design	0	10	5	30	55
g. Insure application of other legislative rules (CETA, etc.)	0	0	10	25	65
h. Utilize state office and other personnel in program design	0	0	20	25	55
i. Direct program procedures and practices	0	10	20	35	35
j. Determine student selection criteria	0	5	50	20	25
k. Direct program proposals	0	5	30	30	35
l. Present program proposals to governing agencies	0	0	20	30	50
m. Locate sources of operational funding	10	0	15	35	40
3. Vocational program evaluation, to include:					
a. Direct program evaluation procedures and practices	0	10	25	30	35
b. Determine program effectiveness based on objectives	0	10	30	20	40
c. Direct student placement and follow up	0	25	30	20	25
d. Direct employer follow up	5	20	25	20	30
e. Utilize state office and other personnel for evaluation	0	0	20	35	45
f. Direct research for program revision	0	0	35	30	35
g. Present program revision/closure proposals	0	0	25	30	45
h. Recommend changes in program policies	0	0	30	40	30
Instructional Management					
1. Vocational program procedures, to include:					
a. Direct student testing and grading practices	5	40	30	15	10
b. Direct student records procedures	5	35	25	20	15
c. Direct student rules of conduct and behavior	15	20	40	15	10
d. Direct student graduation criteria	25	15	40	20	0
e. Insure adherence to FTE guidelines	0	0	5	50	45
f. Direct procedures for program accountability	0	5	5	35	55
g. Direct program articulation	0	0	15	45	40
2. Vocational program operations, to include:					
a. Direct validation of curriculum and revisions	5	25	30	10	30
b. Promote use of program advisory committees	0	0	30	25	45
c. Direct supplemental/remedial support programs	0	5	35	30	30
d. Direct and promote youth group/club activities	0	42	21	11	26
e. Direct and promote student field trips	0	35	25	20	20
f. Direct and promote cooperative education programs	0	16	37	21	26
g. Direct student transportation	30	5	20	20	25
h. Determine minimum/maximum class enrollments	20	0	10	35	35
i. Direct out-of-sequence classes as needed	5	11	21	37	26
j. Direct evening adult vocational education programs	16	11	21	21	32
k. Provide special needs for ethnic minorities	0	5	40	40	15
l. Provide special needs for handicapped/disadvantaged	0	10	40	35	15
m. Promote the elimination of sexual bias	0	0	25	35	40
n. Insure adherence to copyright laws	0	10	25	30	35

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
3. Vocational program supervision, to include:					
a. Coordinate programs within institutional objectives	0	0	20	30	50
b. Direct preparation of class schedules	20	10	40	15	15
c. Direct preparation of facility usage schedules	20	15	25	20	20
d. Direct selection of instructional materials	0	20	50	10	20
e. Provide guidance in the selection of instructional strategies	5	0	30	30	35
f. Direct a student learning resource center	20	20	35	15	10
g. Direct recordkeeping procedures	10	20	15	30	25
h. Visit classrooms/shops during class time	0	5	20	40	35
i. Serve as liaison between outside agencies and personnel	0	0	10	30	60
j. Recommend changes in instructional policies	0	0	37	32	32
k. Know vocational curriculum					
Student Services					
1. Vocational student entrance, to include:					
a. Administer student recruitment	10	25	40	10	15
b. Administer student selection	15	15	40	20	10
c. Administer student admissions	15	20	40	10	15
d. Administer student orientation	10	25	45	10	10
e. Administer student financial aid programs	20	25	40	10	5
f. Administer student work study programs	15	30	35	10	10
g. Administer the provision of guidance and testing	15	35	40	5	5
h. Administer procedures for student records	10	25	45	15	5
2. Vocational student welfare, to include:					
a. Provide a student handbook	10	40	15	25	10
b. Insure adherence to student records privacy act	10	25	15	35	15
c. Direct procedures to insure student safety and health	0	15	25	35	25
d. Direct procedures to hear student grievances	20	10	20	40	10
3. Vocational student exit, to include:					
a. Administer a job development program	15	15	15	30	25
b. Administer a job placement program	15	20	25	20	20
c. Administer an exit interview for drop-outs and graduates	5	35	30	10	20
d. Evaluate student services program	15	5	35	25	20
e. Recommend changes in student services policies	10	5	35	30	20
Personnel Management					
1. Vocational personnel management, to include:					
a. Recruit personnel	10	5	40	30	15
b. Select personnel	0	0	45	40	15
c. Induct personnel	0	5	30	45	20
d. Prepare personnel job descriptions/specifications	5	0	35	30	30
e. Interpret benefit program to personnel	25	10	25	25	15
f. Implement manpower studies of personnel	15	5	25	40	15
g. Maintain affirmative action in hiring procedures	20	0	20	40	20
h. Recommend personnel for employment	5	5	25	40	25

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
2. Vocational personnel services, to include:					
a. Direct personnel grievance procedures	45	5	25	10	15
b. Participate in personnel grievance resolutions	30	5	40	15	10
c. Direct personnel in credential/certificate/license processes	10	5	25	35	25
d. Direct a personnel evaluation program	10	5	45	35	5
e. Negotiate personnel work loads	40	5	25	25	5
f. Negotiate personnel over-loads	32	5	32	26	5
g. Supervise assigned classified staff	15	10	40	15	20
h. Approve and schedule personnel leaves, vacations, etc.	40	5	30	20	5
i. Maintain a personnel record/file systems	40	5	20	15	20
j. Recommend personnel renewals, non-renewals, etc.	15	5	25	35	20
k. Counsel personnel on professional matters	5	0	25	40	30
l. Conduct personnel meetings	20	0	15	35	30
m. Prepare personnel memos	15	5	10	35	35
n. Direct committee work	0	5	40	30	25
o. Provide a personnel handbook	30	10	30	20	10
3. Vocational personnel development, to include:					
a. Provide a personnel learning resource center	25	10	35	10	20
b. Direct professional development for personnel	5	5	40	25	25
c. Provide personnel in-service training	5	5	35	35	20
d. Approve professional travel for personnel	10	0	30	35	25
e. Encourage personnel to join professional organizations	30	5	20	15	30
f. Evaluate personnel procedures and practices	15	0	35	25	25
g. Recommend changes in personnel policies	5	0	40	20	35
Community-School Relations					
1. Community relations, to include:					
a. Promote use of program advisory committees	0	0	10	30	60
b. Participate in program advisory committees	0	5	20	20	55
c. Promote the local advisory council for vocational education	0	0	15	25	60
d. Participate in appropriate community groups and councils	0	0	25	25	50
e. Interact with community service organizations	5	0	20	25	50
f. Direct a recognition program for students and others	0	10	40	20	30
g. Meet with visitors	0	0	35	30	35
h. Evaluate and recommend changes in community relations policies	15	0	35	20	30
2. School relations, to include:					
a. Support cooperative relationships between all school personnel	0	0	30	20	50
b. Support cooperative relationships among vocational personnel	0	0	15	25	60
c. Participate in shared governance processes	0	5	30	25	40
d. Participate in school committee functions	5	5	45	15	30
e. Develop cooperative arrangements with kindred agencies	0	10	30	20	40
f. Evaluate and recommend changes in school relations policies	5	0	35	30	30

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
3. Public relations, to include:					
a. Approve news releases about vocational matters to media	0	10	35	30	25
b. Direct open houses and public displays	0	10	40	20	30
c. Present speeches about vocational education to groups	0	0	20	25	55
d. Prepare bulletins, flyers, and brochures about programs	0	15	40	15	30
e. Prepare all vocational information in catalogs	5	15	25	20	35
f. Visit with business and industry groups	0	0	40	20	40
g. Evaluate and recommend changes in public relations policies	10	0	35	30	25
Professional Relations					
1. Professional practices, to include:					
a. Participate in professional organizations	5	0	11	11	74
b. Provide input for vocational education legislation	0	0	40	25	35
c. Develop professional relationships with other administrators	0	0	15	40	45
d. Develop professional relationships with state agencies	0	0	15	35	50
e. Use cooperative decision-making methods	0	0	25	30	45
f. Plan and evaluate with objective methods	0	0	25	35	40
g. Represent vocational education to agencies, groups, and others	0	0	25	15	60
h. Maintain ethical standards	0	0	5	16	79
i. Maintain professional conduct and appearance	0	0	10	15	75
j. Identify problems, select alternatives, and make decisions	0	0	15	25	60
2. Professional development, to include:					
a. Implement a personal professional growth plan	0	0	15	30	55
b. Evaluate personal professional growth outcomes	0	5	5	40	50
c. Develop effective human relations skills	0	0	10	25	65
d. Know vocational materials, developments, and legislations	0	0	0	26	74
3. Professional attitude, to include:					
a. Concern with improving the conditions of life for others	0	0	20	25	55
b. Believe that helping others to achieve goals is important	0	0	30	10	60
c. Open to ideas of others	0	0	25	10	65
d. Involve key persons in the decision-making process	0	5	20	5	70
e. Will arbitrate conflict	0	0	10	25	65
f. Will compromise	0	0	5	20	75
g. Will assimilate life style into job	5	0	10	15	70
h. Use capabilities of others in areas of their interest	0	0	30	20	50
i. Use all resources to achieve objectives effectively	0	0	20	20	60
j. Accept accountability for vocational education	0	0	20	10	70

MINORITY OPINIONS

In the space below, please write any opinion you wish to express which is different from the majority of responses. These will be summarized and given to the participants as part of round three.

In writing your opinion, please give:

1. The task cluster heading, i.e., Business & Financial Management, etc.
2. The number of the sub-cluster, i.e., 1, 2, etc.
3. The alpha label of the task you are writing about, i.e., a, b, etc.

APPENDIX D

Third-Round Cover Letters and Questionnaires
for the Local Directors and Supervisors

April 17, 1980

Dear Participant:

Thank you for completing round two of our study about the tasks of the local director for vocational education. The group N is still 20 which means that your group responded with 100 percent participation!

Enclosed is the questionnaire for round three, the last round. This is the final time that you are asked to give your valuable input. This data round is the most critical in that final results will be drawn from this data pool. This final round hopes to find the greatest concensus possible in your group. Therefore, it is important that you complete this last round and openly consider the feedback percentages displayed in the response columns of the questionnaire before scoring your responses.

Your group supplied one "minority opinion" on the second round questionnaire. This statement is prominently displayed in the instrument and relates to the item that is asterisked (*) on page 3 under Instructional Management. Two items were deleted via the majority vote of "no responsibility" method on round two. They were: analyze and accept building bids, and direct a grounds maintenance program, under Facilities and Equipment.

The instructions on the first page of round three are the same as those for round two. Read them carefully. Please return the questionnaire in the enclosed envelope before April 30, 1980.

Again, thank you. We know this has been a difficult and time consuming process. Your school district will receive a copy of the final report during the summer.

Sincerely,

Ivan E. Valentine

Dr. Ivan E. Valentine
Project Co-Director

Eleanor Knapp

Mrs. Eleanor Knapp
Researcher

cim

Enclosures: Questionnaire
Return Envelope

TASKS OF A LOCAL DIRECTOR AT THE SECONDARY SCHOOL LEVEL

Round 3 - Local Directors

INSTRUCTIONS:

1. Rate each task with an "X" in terms of responsibility for task completion that SHOULD BE held by the local director of vocational education in your institution.
2. All tasks must be rated--rate each task only once.
3. Read carefully the five-point scale listed below before rating the tasks.
4. You may wish to use a straight-edge in order to keep the tasks and your responses in line.
5. Return the completed questionnaire in the enclosed envelope by April 30, 1980.
6. If you have any questions, calls 491-5758.
7. The definitions for the five-point scale are:

1. SHOULD HAVE NO RESPONSIBILITY -- Should have no responsibility for task completion, but may provide data or input to others that do.
2. SHOULD HAVE DELEGATED RESPONSIBILITY THAT HE/SHE ASSIGNS TO OTHERS -- Should have delegated responsibility that is accountable to a higher administrator, but assigns the responsibility of task completion to others, such as assistants, instructors, etc.
3. SHOULD HAVE DELEGATED RESPONSIBILITY THAT IS SHARED WITH OTHERS -- Should have delegated responsibility that is jointly, along with others, accountable to a higher administrator for task completion.
4. SHOULD HAVE DELEGATED RESPONSIBILITY -- Should have delegated responsibility that is accountable to a higher administrator for task completion.
5. SHOULD HAVE PRIMARY RESPONSIBILITY -- Should have primary or final responsibility that is accountable only to governing boards or councils for task completion.

Total percentages do not always equal 100 due to rounding.

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Business & Financial Management					
1. Prepare general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. Personnel salaries	45	5	30	10	10
b. Fixed costs	45	5	20	10	20
c. Support costs	10	0	55	10	25
d. Facility costs	5	0	65	10	20
e. Capital	5	5	35	10	45
f. Supplies	5	5	15	20	55
g. Written narrative information	5	0	5	20	70
h. Presentation of requests to appropriate committees	5	0	10	45	40
i. Salary for extra duty assignment	33	0	8	17	42
2. Administer general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. Allocate appropriations/funds within the institution	0	5	0	65	30
b. Review budget requests with program personnel	0	5	0	25	70
c. Allocate appropriations/funds for programs	5	5	0	15	75
d. Approve expenditures for programs	0	5	5	10	80
e. Regulate spending patterns for programs	0	5	5	15	75
3. Financial policy for vocational education, to include:					
a. Recommend changes in financial policies	0	0	10	55	35
b. Direct financial procedures and practices	0	5	45	25	25
c. Evaluate and change financial procedures and practices	0	0	50	25	25
4. Financial operation for vocational education, to include:					
a. Direct practices and records for audits	5	0	25	50	20
b. Direct procedures for student accounting	5	20	35	10	30
c. Analyze program operation costs	0	0	25	25	50
d. Prepare long-range budget plans	0	0	5	5	90
e. Provide budget information to staff	0	0	15	10	75
f. Provide budget information to the community	5	10	30	10	45
g. Determine insurance needs and costs	10	25	55	5	5
h. Locate alternative sources of funding	0	5	55	5	35

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Facilities & Equipment					
1. Facility development for vocational education, to include:					
a. Conduct facility needs assessment	0	0	65	10	25
b. Conduct facility feasibility assessments	0	0	75	5	20
c. Prepare specifications for new facilities	0	0	70	10	20
d. Prepare specifications for facility additions	0	5	65	15	15
e. Prepare specifications for facility changes	0	5	60	20	15
f. Recommend building sites	5	5	85	5	0
g. Oversee architectural planning	0	0	80	15	5
h. Analyze and accept equipment bids for programs	10	5	60	10	15
i. Purchase new equipment and furnishings for programs	0	5	40	35	20
j. Determine that all legal/extra-legal rules are met	5	10	35	40	10
2. Facility operation for vocational education, to include:					
a. Direct use of facility for programs	0	0	65	30	5
b. Direct an equipment/supply inventory system	0	5	25	40	30
c. Direct a maintenance/repair program for facilities	0	5	70	25	0
d. Direct a maintenance/repair program for program equipment	0	5	45	20	30
e. Dispose of equipment and furnishings for programs	5	10	75	10	0
f. Direct a building security program	45	15	40	0	0
g. Direct procedures and practices for safety in programs	0	15	50	5	30
h. Analyze accidents for improvement of safety procedures	0	10	75	5	10
i. Direct procedures for emergencies	0	0	85	10	5
j. Schedule public use of facilities	15	20	55	10	0
k. Evaluate facility operation	0	5	65	5	25
l. Prepare long-range facility plans for programs	0	5	15	10	70
m. Prepare long-range equipment plans for programs	0	5	15	10	70
n. Insure conservation of energy in facilities	5	5	85	0	5
o. Secure leased and rented facilities	5	0	90	5	0
p. Recommend changes in facility policies	0	0	30	15	5
Program Planning, Development, & Evaluation					
1. Vocational program planning, to include:					
a. Direct business/industry need assessments for programs	0	5	5	20	70
b. Direct student interest assessments for programs	0	15	70	5	10
c. Evaluate local, state, and national manpower needs data	0	5	35	15	45
d. Direct use of occupational task analysis studies	0	15	20	5	60
e. Use community business/industry persons in planning	0	5	15	15	65
f. Use state office personnel in planning	0	5	5	10	80
g. Coordinate CETA	0	18	35	6	41
h. Direct adult education	24	18	35	6	18

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
2. Vocational program development, to include:					
a. Direct identification of job entry tasks	0	25	70	5	0
b. Direct curriculum design	0	15	75	10	0
c. Direct selection of instructional materials	0	20	75	5	0
d. Determine program equipment/furnishing needs	0	15	80	5	0
e. Determine program facility needs	0	10	80	10	0
f. Insure application of all regulations to program design	0	5	5	35	55
g. Insure application of other legislative rules (CETA, etc.)	10	5	10	55	20
h. Utilize state office and other personnel in program design	5	10	0	15	75
i. Direct program procedures and practices	0	10	0	15	75
j. Determine student selection criteria	0	10	75	10	5
k. Direct program proposals	0	5	40	20	35
l. Present program proposals to governing agencies	0	5	15	5	75
m. Locate sources of operational funding	0	5	25	35	35
3. Vocational program evaluation, to include:					
a. Direct program evaluation procedures and practices	0	5	30	20	45
b. Determine program effectiveness based on objectives	0	5	30	10	55
c. Direct student placement and follow up	0	15	65	10	10
d. Direct employer follow up	0	20	55	10	15
e. Utilize state office and other personnel for evaluation	0	5	5	15	75
f. Direct research for program revision	0	10	10	10	70
g. Present program revision/closure proposals	0	5	5	15	75
h. Recommend changes in program policies	0	5	15	10	70
Instructional Management					
1. Vocational program procedures, to include:					
a. Direct student testing and grading practices	0	20	80	0	0
b. Direct student records procedures	10	50	40	0	0
c. Direct student rules of conduct and behavior	10	25	65	0	0
d. Direct student graduation criteria	25	15	60	0	0
e. Insure adherence to FTE guidelines	0	5	10	15	70
f. Direct procedures for program accountability	0	5	5	15	75
g. Direct program articulation	0	5	60	5	30
2. Vocational program operations, to include:					
a. Direct validation of curriculum and revisions	0	15	75	0	10
b. Promote use of program advisory committees	0	5	60	15	20
c. Direct supplemental/remedial support programs	0	15	70	5	10
d. Direct and promote youth group/club activities	0	10	80	10	0
e. Direct and promote student field trips	10	40	45	0	5
f. Direct and promote cooperative education programs	0	5	75	10	10
g. Direct student transportation	10	35	45	0	10
h. Determine minimum/maximum class enrollments	0	5	70	10	15
i. Direct out-of-sequence classes as needed	0	5	80	5	10
j. Direct evening adult vocational education programs	15	20	35	20	10
k. Provide special needs for ethnic minorities	0	10	80	10	0
l. Provide special needs for handicapped/disadvantaged	0	10	75	5	10
m. Promote the elimination of sexual bias	0	5	60	10	25
n. Insure adherence to copyright laws	5	10	75	10	0
o. Coordinate CETA	0	29	41	6	24

*Minority Opinion

This should be one of the main jobs of a vocational director--one way people in the community assist the vocational teachers.

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
3. Vocational program supervision, to include:					
a. Coordinate programs within institutional objectives	0	10	35	45	10
b. Direct preparation of class schedules	10	15	65	10	0
c. Direct preparation of facility usage schedules	5	20	75	0	0
d. Direct selection of instructional materials	0	15	85	0	0
e. Provide guidance in the selection of instructional strategies	0	10	90	0	0
f. Direct a student learning resource center	20	60	20	0	0
g. Direct recordkeeping procedures	5	25	20	20	30
h. Visit classrooms/shops during class time	0	10	15	5	70
i. Serve as liaison between outside agencies and personnel	0	5	0	5	90
j. Recommend changes in instructional policies	0	5	15	5	75
Student Services					
1. Vocational student entrance, to include:					
a. Administer student recruitment	10	25	65	0	0
b. Administer student selection	15	35	50	0	0
c. Administer student admissions	15	45	40	0	0
d. Administer student orientation	20	50	30	0	0
e. Administer student financial aid programs	40	55	5	0	0
f. Administer student work study programs	0	43	30	5	20
g. Administer the provision of guidance and testing	25	50	25	0	0
h. Administer procedures for student records	25	45	30	0	0
2. Vocational student welfare, to include:					
a. Provide a student handbook	15	50	35	0	0
b. Insure adherence to student records privacy act	10	25	60	0	5
c. Direct procedures to insure student safety and health	0	15	70	5	10
d. Direct procedures to hear student grievances	10	20	70	0	0
3. Vocational student exit, to include:					
a. Administer a job development program	0	30	45	0	25
b. Administer a job placement program	0	20	60	0	20
c. Administer an exit interview for drop-outs and graduates	15	55	30	0	0
d. Evaluate student services program	10	5	70	5	10
e. Recommend changes in student services policies	15	5	65	5	10
Personnel Management					
1. Vocational personnel management, to include:					
a. Recruit personnel	0	10	75	0	15
b. Select personnel	0	10	80	0	10
c. Induct personnel	0	10	75	10	5
d. Prepare personnel job descriptions/specifications	0	5	50	35	10
e. Interpret benefit program to personnel	5	25	65	5	0
f. Implement manpower studies of personnel	5	15	75	5	0
g. Maintain affirmative action in hiring procedures	5	15	85	0	0
h. Recommend personnel for employment	0	5	65	15	15

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
2. Vocational personnel services, to include:					
a. Participate in personnel grievance resolutions	30	10	60	0	0
b. Direct personnel in credential/certificate/license processes	0	5	0	5	90
c. Direct a personnel evaluation program	0	5	80	10	5
d. Negotiate personnel work loads	0	5	80	10	5
e. Negotiate personnel over-loads	0	5	85	5	5
f. Supervise assigned classified staff	10	5	40	30	15
g. Approve and schedule personnel leaves, vacation, etc.	30	20	35	5	10
h. Maintain a personnel record/file system	10	35	25	15	15
i. Recommend personnel renewals, non-renewals, etc.	0	5	65	10	20
j. Counsel personnel on professional matters	0	5	70	10	15
k. Conduct personnel meetings	10	5	40	30	15
l. Prepare personnel memos	5	10	25	25	35
m. Direct committee work	0	15	65	5	15
n. Provide a personnel handbook	20	30	45	0	5
3. Vocational personnel development, to include:					
a. Provide a personnel learning resource center	15	20	60	5	0
b. Direct professional development for personnel	0	5	85	10	0
c. Provide personnel in-service training	0	5	80	5	10
d. Approve professional travel for personnel	0	10	55	10	25
e. Encourage personnel to join professional organizations	0	10	45	5	40
f. Evaluate personnel procedures and practices	0	5	80	10	5
g. Recommend changes in personnel policies	0	5	85	5	5
Community-School Relations					
1. Community relations, to include:					
a. Promote use of program advisory committees	0	5	10	5	80
b. Participate in program advisory committees	0	5	50	5	40
c. Promote the local advisory council for vocational education	0	5	5	10	80
d. Participate in appropriate community groups and councils	0	5	5	10	80
e. Interact with community service organizations	0	10	40	5	45
f. Direct a recognition program for students and others	0	15	75	0	10
g. Meet with visitors	0	10	75	5	10
h. Evaluate and recommend changes in community relations policies	0	5	90	0	5
2. School relations, to include:					
a. Support cooperative relationships between all school personnel	0	0	90	0	10
b. Support cooperative relationships among vocational personnel	0	0	55	0	45
c. Participate in shared governance processes	15	0	80	0	5
d. Participate in school committee functions	0	5	85	5	5
e. Develop cooperative arrangements with kindred agencies	0	0	50	5	45
f. Evaluate and recommend changes in school relations policies	5	0	85	0	10

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
3. Public relations, to include:					
a. Approve news releases about vocational matters to media	10	15	5	15	55
b. Direct open houses and public displays	0	20	70	5	5
c. Present speeches about vocational education to groups	0	0	50	0	50
d. Prepare bulletins, flyers, and brochures about programs	0	15	75	0	10
e. Prepare all vocational information in catalogs	0	20	75	0	5
f. Visit with business and industry groups	0	0	60	5	35
g. Evaluate and recommend changes in public relations policies	0	5	85	0	10
Professional Relations					
1. Professional practices, to include:					
a. Participate in professional organizations	0	0	5	10	85
b. Provide input for vocational education legislation	0	0	15	0	85
c. Develop professional relationships with other administrators	0	0	5	0	95
d. Develop professional relationships with state agencies	0	0	0	0	100
e. Use cooperative decision-making methods	0	0	75	10	15
f. Plan and evaluate with objective methods	0	0	75	0	25
g. Represent vocational education to agencies, groups, and others	0	0	10	5	85
h. Maintain ethical standards	0	0	10	0	90
i. Maintain professional conduct and appearance	0	0	0	0	100
j. Identify problems, select alternatives, and make decisions	0	0	60	0	40
2. Professional development, to include:					
a. Implement a personal professional growth plan	0	0	15		85
b. Evaluate personal professional growth outcomes	0	0	60	0	40
c. Develop effective human relations skills	0	0	20	0	80
d. Know vocational materials, developments, and legislations	0	0	5	0	95
3. Professional attitude, to include:					
a. Concern with improving the conditions of life for others	0	0	90	0	10
b. Believe that helping others to achieve goals is important	0	0	70	0	30
c. Open to ideas of others	0	0	35	0	65
d. Involve key persons in the decision-making process	0	0	45	0	55
e. Will arbitrate conflict	0	0	70	5	25
f. Will compromise	0	0	80	0	20
g. Will assimilate life style into job	0	0	30	0	70
h. Use capabilities of others in areas of their interest	0	0	75	0	25
i. Use all resources to achieve objectives effectively	0	0	65	0	35
j. Accept accountability for vocational education	0	0	10	5	85

April 17, 1980

Dear Participant:

Thank you for completing round two of our study about the tasks of the local director for vocational education.

Enclosed is the questionnaire for round three, the last round. This is the final time that you are asked to give your valuable input. This data round is the most critical in that final results will be drawn from this data pool. This final round hopes to find the greatest concensus possible in your group. Therefore, it is important that you complete this last round and openly consider the feedback percentages displayed in the response columns of the questionnaire before scoring your responses.

Your group supplied no "minority opinions" on the second round questionnaire. Twelve items were deleted via the majority vote of "no responsibility" method. These items were: (1) personnel salaries, (2) analyze and accept building bids, (3) direct a building security program, (4) direct a grounds maintenance program, (5) secure leased and rented facilities, (6) direct student transportation, (7) direct personnel grievance procedures, (8) negotiate personnel work loads, (9) negotiate personnel over-loads, (10) approve and schedule personnel leaves, vacations, etc., (11) maintain a personnel record/file system, and (12) provide a personnel handbook.

The instructions on the first page of round three are the same as those for round two. Please return the questionnaire in the enclosed envelope before April 30, 1980.

Again, thank you. We know this has been a difficult and time consuming process. Your institution will receive a copy of the final report this summer.

Sincerely,

Eleanor Knapp

Mrs. Eleanor Knapp
Researcher

Ivan E. Valentine

Dr. Ivan E. Valentine
Project Co-Director

cim

Enclosures: Questionnaire
Return Envelope

TASKS OF A LOCAL DIRECTOR AT THE SECONDARY SCHOOL LEVEL

Round 3 - Supervisors

INSTRUCTIONS:

1. Rate each task with an "X" in terms of responsibility for task completion that SHOULD BE held by the local director of vocational education in your institution.
2. All tasks must be rated--rate each task only once.
3. Read carefully the five-point scale listed below before rating the tasks.
4. You may wish to use a straight-edge in order to keep the tasks and your responses in line.
5. Return the completed questionnaire in the enclosed envelope by April 30, 1980.
6. If you have any questions, call 491-5758.
7. The definitions for the five-point scale are:

1. SHOULD HAVE NO RESPONSIBILITY -- Should have no responsibility for task completion, but may provide data or input to others that do.
2. SHOULD HAVE DELEGATED RESPONSIBILITY THAT HE/SHE ASSIGNS TO OTHERS -- Should have delegated responsibility that is accountable to a higher administrator, but assigns the responsibility of task completion to others, such as assistants, instructors, etc.
3. SHOULD HAVE DELEGATED RESPONSIBILITY THAT IS SHARED WITH OTHERS -- Should have delegated responsibility that is jointly, along with others, accountable to a higher administrator for task completion.
4. SHOULD HAVE DELEGATED RESPONSIBILITY -- Should have delegated responsibility that is accountable to a higher administrator for task completion.
5. SHOULD HAVE PRIMARY RESPONSIBILITY -- Should have primary or final responsibility that is accountable only to governing boards or councils for task completion.

Total percentages do not always equal 100 due to rounding.

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Business & Financial Management					
1. Prepare general fund, sponsored or special program or local budgets for vocational education, to include:					
a. Fixed costs	33	0	8	50	8
b. Support costs	0	0	25	67	8
c. Facility costs	0	0	25	67	8
d. Capital	0	0	25	67	8
e. Supplies	0	0	8	75	17
f. Written narrative information	0	0	0	92	8
g. Presentation of requests to appropriate committees	0	0	8	50	42
2. Administer general fund, sponsored or special program, or local budgets for vocational education, to include:					
a. Allocate appropriations/funds within the institution	0	0	17	75	8
b. Review budget requests with program personnel	0	0	17	25	58
c. Allocate appropriations/funds for programs	0	0	25	67	8
d. Approve expenditures for programs	8	0	8	67	17
e. Regulate spending patterns for programs	8	0	8	33	50
3. Financial policy for vocational education, to include:					
a. Recommend changes in financial policies	0	0	25	58	17
b. Direct financial procedures and practices	8	0	17	58	17
c. Evaluate and change financial procedures and practices	8	0	17	75	0
4. Financial operation for vocational education, to include:					
a. Direct practices and records for audits	25	0	8	17	50
b. Direct procedures for student accounting	8	0	8	8	75
c. Analyze program operation costs	0	0	17	17	67
d. Prepare long-range budget plans	0	0	8	67	25
e. Provide budget information to staff	0	0	8	8	83
f. Provide budget information to the community	0	0	8	75	17
g. Determine insurance needs and costs	25	0	42	25	8
h. Locate alternative sources of funding	0	0	75	17	8

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
Facilities & Equipment					
1. Facility development for vocational education, to include:					
a. Conduct facility needs assessment	0	8	67	17	8
b. Conduct facility feasibility assessments	0	8	67	17	8
c. Prepare specifications for new facilities	0	8	83	8	0
d. Prepare specifications for facility additions	0	8	83	8	0
e. Prepare specifications for facility changes	0	8	83	8	0
f. Recommend building sites	33	8	58	0	0
g. Oversee architectural planning	0	8	92	0	0
h. Analyze and accept equipment bids for programs	8	8	75	0	8
i. Purchase new equipment and furnishings for programs	0	8	75	17	0
j. Determine that all legal/extra-legal rules are met	0	8	25	28	42
k. Serve on school facility advisory committee	0	25	50	13	13
2. Facility operation for vocational education, to include:					
a. Direct use of facility for programs	0	0	33	8	58
b. Direct an equipment/supply inventory system	0	0	33	0	67
c. Direct a maintenance/repair program for facilities	8	0	50	0	42
d. Direct a maintenance/repair program for program equipment	8	0	33	8	58
e. Dispose of equipment and furnishings for programs	8	0	50	8	33
f. Direct procedures and practices for safety in programs	0	0	25	8	67
g. Analyze accidents for improvement of safety procedures	0	0	42	42	17
h. Direct procedures for emergencies	0	0	83	17	0
i. Schedule public use of facilities	25	0	33	8	33
j. Evaluate facility operation	0	0	50	50	0
k. Prepare long-range facility plans for programs	0	0	33	33	33
l. Prepare long-range equipment plans for programs	0	0	25	25	50
m. Insure conservation of energy in facilities	0	0	50	8	42
n. Recommend changes in facility policies	0	0	58	25	17
o. Administer energy audits for facilities	25	0	63	0	13
Program Planning, Development, & Evaluation					
1. Vocational program planning, to include:					
a. Direct business/industry need assessments for programs	0	0	33	0	58
b. Direct student interest assessments for programs	0	0	67	8	17
c. Evaluate local, state, and national manpower needs data	0	0	17	8	67
d. Direct use of occupational task analysis studies	0	0	17	0	75
e. Use community business/industry persons in planning	0	0	33	0	58
f. Use state office personnel in planning	0	0	25	0	67

3

	LOCAL DIRECTORS SHOULD HAVE				
	No Responsibility	Delegated Responsibility That He/She Assigns to Others	Delegated Responsibility That Is Shared With Others	Delegated Responsibility	Primary Responsibility
2. Vocational program development, to include:					
a. Direct identification of job entry tasks	0	0	25	17	58
b. Direct curriculum design	0	0	67	25	8
c. Direct selection of instructional materials	0	0	83	8	9
d. Determine program equipment/furnishing needs	0	0	75	17	8
e. Determine program facility needs	0	0	67	25	8
f. Insure application of all regulations to program design	0	0	17	17	67
g. Insure application of other legislative rules (CETA, etc.)	0	0	8	17	75
h. Utilize state office and other personnel in program design	0	0	17	8	75
i. Direct program procedures and practices	0	0	8	33	58
j. Determine student selection criteria	0	0	92	8	0
k. Direct program proposals	0	0	42	8	50
l. Present program proposals to governing agencies	0	0	8	25	67
m. Locate sources of operational funding	0	0	17	25	58
3. Vocational program evaluation, to include:					
a. Direct program evaluation procedures and practices	0	0	17	25	58
b. Determine program effectiveness based on objectives	0	0	42	8	50
c. Direct student placement and follow up	0	0	75	0	25
d. Direct employer follow up	0	0	42	0	58
e. Utilize state office and other personnel for evaluation	0	0	8	0	92
f. Direct research for program revision	0	0	42	8	50
g. Present program revision/closure proposals	0	0	25	17	58
h. Recommend changes in program policies	0	0	17	33	50
Instructional Management					
1. Vocational program procedures, to include:					
a. Direct student testing and grading practices	0	67	25	8	0
b. Direct student records procedures	0	58	33	8	0
c. Direct student rules of conduct and behavior	0	0	92	8	0
d. Direct student graduation criteria	25	0	75	0	0
e. Insure adherence to FTE guidelines	0	0	8	25	67
f. Direct procedures for program accountability	0	0	17	25	58
g. Direct program articulation	0	0	17	67	17
2. Vocational program operation, to include:					
a. Direct validation of curriculum and revisions	0	8	50	8	33
b. Promote use of program advisory committees	0	8	8	8	75
c. Direct supplemental/remedial support programs	0	8	67	17	8
d. Direct and promote youth group/club activities	0	58	3	8	25
e. Direct and promote student field trips	0	67	17	8	8
f. Direct and promote cooperative education programs	0	8	75	0	17
g. Determine minimum/maximum class enrollments	8	8	25	42	17
h. Direct out-of-sequence classes as needed	8	8	25	58	0
i. Direct evening adult vocational education programs	25	8	8	8	50
j. Provide special needs for ethnic minorities	0	8	50	42	0
k. Provide special needs for handicapped/disadvantaged	0	8	75	17	0
l. Promote the elimination of sexual bias	0	8	17	25	50
m. Insure adherence to copyright laws	0	8	25	17	50

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3. Vocational program supervision, to include:					
a. Coordinate programs within institutional objectives	0	0	17	17	67
b. Direct preparation of class schedules	17	0	67	17	0
c. Direct preparation of facility usage schedules	17	0	58	17	8
d. Direct selection of instructional materials	0	0	92	0	8
e. Provide guidance in the selection of instructional strategies	0	0	42	8	50
f. Direct a student learning resource center	8	0	83	0	8
g. Direct recordkeeping procedures	8	8	17	25	42
h. Visit classrooms/shops during class time	0	0	25	50	25
i. Serve as liaison between outside agencies and personnel	0	0	8	17	75
j. Recommend changes in instructional policies	0	0	58	8	33
k. Know vocational curriculum	0	0	11	0	89
Student Services					
1. Vocational student entrance, to include:					
a. Administer student recruitments	0	17	75	0	8
b. Administer student selection	0	17	75	8	0
c. Administer student admissions	0	17	75	8	0
d. Administer student orientation	0	25	67	8	0
e. Administer student financial aid program	8	8	75	8	0
f. Administer student work study programs	0	8	83	0	8
g. Administer the provision of guidance and testing	8	8	75	8	0
h. Administer procedures for student records	8	8	75	8	0
2. Vocational student welfare, to include:					
a. Provide a student handbook	8	50	17	17	8
b. Insure adherence to student records privacy act	0	0	25	58	17
c. Direct procedures to insure student safety and health	0	0	17	50	33
d. Direct procedures to hear student grievances	0	0	25	58	17
3. Vocational student exit, to include:					
a. Administer a job development program	0	8	17	42	33
b. Administer a job placement program	8	8	58	8	17
c. Administer an exit interview for drop-outs and graduates	0	50	25	8	17
d. Evaluate student services program	0	8	67	17	8
e. Recommend changes in student services policies	0	8	83	0	8
Personnel Management					
1. Vocational personnel management, to include:					
a. Recruit personnel	0	0	75	17	8
b. Select personnel	0	0	92	8	0
c. Induct personnel	0	0	42	50	8
d. Prepare personnel job descriptions/specifications	0	0	67	25	8
e. Interpret benefit program to personnel	25	0	42	25	8
f. Implement manpower studies of personnel	0	0	25	58	8
g. Maintain affirmative action in hiring procedures	0	0	33	58	8
h. Recommend personnel for employment	0	0	33	50	17

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2. Vocational personnel services, to include:					
a. Participate in personnel grievance resolutions	8	0	83	8	0
b. Direct personnel in credential/certificate/license processes	0	0	25	58	17
c. Direct a personnel evaluation program	0	0	75	17	8
d. Supervise assigned classified staff	0	0	83	8	8
e. Recommend personnel renewals, non-renewals, etc.	17	0	33	42	8
f. Counsel personnel on professional matters	8	0	17	58	17
g. Conduct personnel meetings	8	0	8	67	17
h. Prepare personnel memos	0	0	8	58	33
i. Direct committee work	0	0	75	17	8
3. Vocational personnel development, to include:					
a. Provide a personnel learning resource center	25	0	58	8	8
b. Direct professional development for personnel	0	0	83	0	17
c. Provide personnel in-service training	0	0	83	8	8
d. Approve professional travel for personnel	17	0	25	50	8
e. Encourage personnel to join professional organizations	33	0	25	17	25
f. Evaluate personnel procedures and practices	17	0	58	17	8
g. Recommend changes in personnel policies	0	0	83	8	8
Community-School Relations					
1. Community relations, to include:					
a. Promote use of program advisory committees	0	0	17	0	83
b. Participate in program advisory committees	0	0	17	0	83
c. Promote the local advisory council for vocational education	0	0	8	0	92
d. Participate in appropriate community groups and councils	0	0	17	0	83
e. Interact with community service organizations	0	0	17	0	83
f. Direct a recognition program for students and others	0	0	75	8	17
g. Meet with visitors	0	0	58	8	33
h. Evaluate and recommend changes in community relations policies	0	0	75	0	25
2. School relations, to include:					
a. Support cooperative relationships between all school personnel	0	0	25	8	67
b. Support cooperative relationships among vocational personnel	0	0	8	8	83
c. Participate in shared governance processes	0	0	25	8	67
d. Participate in school community functions	0	0	75	0	25
e. Develop cooperative arrangements with kindred agencies	0	0	42	8	50
f. Evaluate and recommend changes in school relations policies	0	0	75	8	17

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3. Public relations, to include:					
a. Approve news releases about vocational matters to media	0	0	67	17	17
b. Direct open houses and public displays	0	0	75	0	25
c. Present speeches about vocational education to groups	0	0	8	0	92
d. Prepare bulletins, flyers, and brochures about programs	0	0	75	0	25
e. Prepare all vocational information in catalogs	0	0	25	0	75
f. Visit with business and industry groups	0	0	58	0	42
g. Evaluate and recommend changes in public relations policies	0	0	75	8	17
Professional Relations					
1. Professional practices, to include:					
a. Participate in professional organizations	0	0	17	0	83
b. Provide input for vocational education legislation	0	0	58	8	33
c. Develop professional relationships with other administrators	0	0	17	8	75
d. Develop professional relationships with state agencies	0	0	8	8	83
e. Use cooperative decision-making methods	0	0	25	8	67
f. Plan and evaluate with objective methods	0	0	25	8	67
g. Represent vocational education to agencies, groups, and others	0	0	17	0	83
h. Maintain ethical standards	0	0	8	0	92
i. Maintain professional conduct and appearance	0	0	17	0	83
j. Identify problems, select alternatives, and make decisions	0	0	8	0	92
2. Professional development, to include:					
a. Implement a personal professional growth plan	0	0	8	0	92
b. Evaluate personal professional growth outcomes	0	0	8	8	83
c. Develop effective human relations skills	0	0	8	0	92
d. Know vocational materials, developments, and legislations	0	0	8	0	92
3. Professional attitude, to include:					
a. Concern with improving the conditions of life for others	0	0	17	0	83
b. Believe that helping others to achieve goals is important	0	0	8	8	83
c. Open to ideas of others	0	0	8	8	83
d. Involve key persons in the decision-making process	0	0	25	0	75
e. Will arbitrate conflict	0	0	17	0	83
f. Will compromise	0	0	17	0	83
g. Will assimilate life style into job	0	0	8	0	92
h. Use capabilities of others in areas of their interest	0	0	17	0	83
i. Use all resources to achieve objectives effectively	0	0	8	0	92
j. Accept accountability for vocational education	0	0	8	0	92